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ABSTRACT

The inspiration for this document came from the "Creation and Mobilization of Counseling Resources for Youth Project (CAMCRY)" sponsored by the Canadian Guidance and Counseling Foundation (CGCF), which sought to provide the ideas and resources requisite for launching a nationwide initiative in career development and career counseling. Included in the book are 48 digests, each of which targets a specific aspect of career development and career counseling. The digests are divided into eight overarching topics: (1) national Canadian initiatives in career counseling; (2) career counseling with specific populations; (3) career education in schools; (4) approaches to career counseling; (5) career counseling methods and techniques; (6) delivery of career counseling services; (7) evaluation of career counseling; and (8) issues needing to be addressed in career counseling. The document includes ERIC searches on career development and an ERIC/CASS resource pack, containing information on submitting documents to ERIC and using the ERIC system. (JE)

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The Best from
Canada

Produced by ERIC/CASS in
collaboration with the Canadian
Guidance and Counselling
Foundation

EDITED BY
Dr. Bryan Hiebert

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Exemplary Career Development Programs & Practices

The Best From Canada

Dr. Bryan Hiebert, Editor

An ERIC/CASS Digest Collection
produced collaboratively by ERIC/CASS and
the Canadian Guidance and Counselling Foundation

Kaye Davis—Design & Rob Bohall—SearchMaster

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Introduction

This is a most remarkable volume! One would not have thought it possible to cover so many ideas so well, and to produce a volume so responsive to both theoretical and practical matters. Expert and novice alike will find it immensely rewarding to read. It also is presented in a relatively short volume with a straightforward writing style that eases the task of locating topics and extracting the key ideas. The result is a very compelling volume chock-full of innovative ideas and useful approaches to career counseling.

Contained between the covers of this volume are 48 separate digests, each of which targets a specific aspect of career development and career counseling. In nine sections, most with multiple articles, the reader is treated to a comprehensive and detailed analysis of a particular topic (see the Table of Contents). Succinctly, too! You need not wade through a stream of verbiage to find what you need and want. The concepts, the background research, field testing, and perhaps most important of all, the useable ideas and practice applications are clearly laid out. Of further help to the reader is that the writing is presented in a standardized digest format. This enables the reader to get to the "meat" and comprehend the major ideas in fifteen minutes or less!

However, it is the remarkable quantity of ideas and practical applications which most distinguishes this volume. Publications many times its size offer far less. It is a "virtual library" of gilt-edged career development and career counseling information and resources. The reason for its unique status is not hard to identify. The inspiration for it came from the Canadian "Creation and Mobilization of Counseling Resources for Youth Project (CAMCRY)" sponsored by the Canadian Guidance and Counseling Foundation (CGCF), which sought to provide the ideas and resources requisite for launching a nationwide initiative in career development and career counseling.

The existence of this "career development nugget from the north" led ERIC/CASS to converse with Bryan Hiebert and Lynne Bezanson over a period of time, as to how we might best capture the excitement and breakthroughs in Canadian research and development in career counseling. While the major audience would clearly be Canadians, word of their work has already reached the States and has created an incessant demand for access to it. Indubitably, the ideas and resources developed are borderless—useful wherever there is an understanding of the importance and need for career counseling initiatives and resources.

After much review, we decided upon the digest collection as the ideal format for presenting the results of the Canadian research and development effort. Working under very stringent time lines and facing the mammoth task of bringing together the work of over fifty writers spread across Canada, Dr. Bryan Hiebert demonstrated that the impossible is possible if you believe it is and refuse to be stymied by re-occurring challenges. Dr. Hiebert is to be congratulated for an outstanding job. All who deal with careers and career counseling are indebted to him for his fine work. The authors also deserve congratulations both on the quality of their original research and information and the writing of their digests. At ERIC/CASS, we see this digest collection as a beginning, not an ending. Many of the topics and authors in the digest collections have produced extensive resources which are available for use in career development programs. Through our collaboration with CGCF, we intend to publish and market some of the programs described in the digests. Additionally, we have contracted with

Trifolium Books, Inc., to exclusively market some of the programs described in the digests in the United States, e.g., *The Break Away Company* and *WonderTech Work Skills Simulation-WSS.*

It is with considerable pride that we at ERIC/Cass view the final product. It is the largest collection of ERIC Digests on a common topic ever produced by an ERIC Clearinghouse. It is also the largest single collection of ERIC Digests within the entire ERIC international database. Because ERIC Digests are available in full text through Internet and on CD-ROM, they are likely to be disseminated and used worldwide. We are especially hopeful that they will stimulate a global interest in career counseling and enhance the flow of career counseling resources on programs and practices across national borders. Our two present counseling digest collections, *Supervision, Exploring the Effective Components* and *Assessment in Counseling and Therapy,* have proved to be popular for use in pre-service training sessions as well as a personal resource for counselors. We expect this collection to be of high utility to researchers, educators, and practitioners around the world.

This digest collection is only one component of a burgeoning collaboration between the Canadian Guidance and Counseling Foundation and the ERIC Counseling and Student Services Clearinghouse. Plans are now underway for collaboration on further publications, conferences, and training programs and the use of Internet for the development of interprofessional, worldwide communication on counseling and careers. Basic to the collaboration is our mutual desire to acquire the best ideas and resources relating to counseling from both countries and to use ERIC to make them more readily available to all who can benefit by their use.

Our work with Bryan and Lynne and CGCF has been rewarding and enjoyable and we look forward to future collaborations and cooperation on developing and facilitating the use of the best in career counseling.

Garry R. Walz
Garry R. Walz, Ph.D. NCC
Director and Editor-In-Chief

Bryan Hiebert
Editor

Bryan Hiebert is a professor of counselling psychology at the University of Calgary. Dr. Hiebert completed his graduate work at the University of Alberta in 1979 and subsequently joined the Faculty of Education at Simon Fraser University. During his last 6 years at SFU Dr. Heibert coordinated the counsellor education program before moving to the University of Calgary in 1986.

Dr Heibert has been a school teacher, vice-principal, principal, counselor, and school psychologist in addition to working in various private practice and staff training contexts.

Over the past 15 years, he has published more than 60 articles and 4 books dealing with career counselling, multi-faceted approaches to stress control, ways to enhance the counsellor training process, and making counselling more systematic and accountable.

His writing has earned him the "Best Professional Article Award" from the Canadian Guidance and Counselling Association in 1984 and 1988 and the "Best Professional Book" award from CGCA in 1986.

In 1994 he cofacilitated a national conference on evaluating career and employment counselling and co-edited a special issue of the Canadian Journal of Counselling dealing with evaluating career counselling. His recent monograph, *Moving to the Future: Outcome-Based School Counseling*, has recently been released by the Alberta Ministry of Education.

In his capacity as president of the Canadian Guidance and Counselling Foundation, Dr. Hiebert is currently overseeing a $17,000,000.00 initiative entitled the "Creation and Mobilization of Counselling Resources for Youth." CAMCRY had been funded by more than $8,000,000.00 in grants from Human Resources Development Canada, which subsequently has attracted partner contributions exceeding $9,000,000.00. CAMCRY created a network of Centers of Excellence for Career Development, producing over 40 projects at 16 colleges and universities across Canada, each focusing on creating, field testing, and disseminating innovative approaches for career counselling with youth-at-risk and developing new methods for training counselors to assist youth in making work-related transitions.

CGCF

The Canadian Guidance and Counselling Foundation

The Canadian Guidance and Counselling Foundation (CGCF) ia a charitable foundation committed to helping Canadians build better career futures, by giving them the resources and helping them build the skills they need to successfully meet today's challenges.

For over a decade, the Foundation has actively supported quality and innovation in career development. Today, thanks to the ongoing vision and support of Human Resources Development Canada and the financial contributions of private donors, CGCF continues with this commitment by:

- promoting active partnerships among jurisdictions responsible for labour market and career development;
- assisting organizations in developing policies and practices that support quality career services;
- facilitating the development, adoption and implementation of innovative career programs and resources that assist youth and young adults to explore the full range of options, acquire critical employability skills and adapt to transition;
- providing for the continuing professional development of counsellors and career educators; and
- preparing, publishing and disseminating information to practitioners about the most recent developments and best practices in the field.

With the collaboration of active partners across the country, CGCF is dedicated to improving career services for today's youth and for future generations of workers. Counsellors now have access to more effective approaches and training to assist youth in making successful career transitions. As a result of the work of CGCF, career services are increasingly recognized as pivotal to Canada's social and economic advancement.

The extensive outreach and collaboration of the Foundation was recently dramatically illustrated by an historic agreement between CGCF and ERIC/CASS to join together to use their joint expertise in the collaborative development of publications, conferences and resources for use by counsellors in both countries.

Dr. Bryan Heibert of the University of Calgary is the President of CGCF's active Board of Governors, representing multiple jurisdictions across Canada. The Foundation has a committed staff of five, including M. Lynne Bezanson, Executive Director.

For more information about the work of the Foundation and about new and innovative career development resources, please contact:

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ERIC/CASS DIGESTS

Exemplary Career Development Programs & Practices The Best From Canada

Dr. Bryan Hiebert, Editor

Produced in collaboration by ERIC/CASS and
the Canadian Guidance and Counselling Foundation

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1995

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Career And Employment Counseling in Canada: The State Of The Art

Bryan Hiebert & Stu Conger

Overview

In 1993, a major survey of career and employment counseling in Canada was completed. Conger, Hiebert, and Hong-Farrell (1993) report the results of the survey in detail. Only highlights will be presented here. The survey report summarizes the responses of over 1600 counselors, department heads and managers of counseling centers, and regional directors working in career and employment counseling settings. The results have been presented at international, national, and provincial conferences of counselors, to career counseling practitioners, and to government officials. Generally, the reaction to the survey findings has been extremely positive and people are beginning to see ways to apply the results in their jobs. Therefore, it is timely to take stock of what we know about career and employment counseling in Canada.

Important Observations

There is a need for evaluation. The survey results tell us the following:

· Counselors do little evaluation of their work with clients; in some sectors 40% of counselors reported doing **no** evaluation of their work with clients.

· When evaluation is done, it tends to be with the client in the session, presumably by asking the client if the session was useful.

· Virtually no assessment is made of the impact of counseling on the client's presenting problem.

· Counselors seldom evaluate their programs with a view to improving them, and when such evaluation is done, clients are seldom consulted in the process.

The positive reaction to these findings suggests that counselors are beginning to see that without data to attest to their successes, they are vulnerable and that evaluation data may be part of the solution. However, few models exist for evaluating the actual effects of career and employment counseling, and managers and consultants do not place a high priority on evaluating counseling effects. Counselors and managers need leadership in developing and implementing new assessment models.

Career counseling is a complex task. The survey results revealed the following counseling challenges:

· Clients come to counseling with a variety of expectations.

· Client expectations change during counseling.

· Counselors who experience frequent changes in client expections have higher levels of stress and frustration.

· Generally, counselors report that their own stress and frustration levels are a barrier to client progress.

Counselors report that their clients also have other barriers. These include a lack of belief in self; low motivation to change; belief that potential for success is low; finances (especially for clients in colleges and CECs); family responsibilities (especially for clients in colleges); and unemployment (especially for clients outside the schools).

Thus the old adage "No career counseling problem is **only** a career problem" is verified. It will become increasingly important for counselors to address the obvious career-related problem within the context of the client's life if the career outcomes are to be realized.

Clients know what they want from counseling. Counselors report that their clients know what they want from counseling but that their initial expectations change after a few sessions. Specifically, counselors report that their clients come to counseling expecting the following: (a) information about career options, (b) information about training/educational options, (c) information about jobs available, (d) information about their interests and abilities (especially in schools and colleges), (e) to develop an appropriate career/employment action plan, (f) to become more motivated toward staying in school.

All of the above expectations decreased in importance after one or two sessions, presumably because these expectations had been met. On the other hand, some client expectations that were low priorities initially, later increased in importance. These included accepting responsibility for taking action, reducing employment barriers, becoming more motivated to seek work, increasing self-esteem inrelation to work, increasing capacity for self-direction (especially in high schools and community agencies), reducing self-defeating behaviors (especially in community agencies and CECs), and balancing work, family, leisure activities (especially in community agencies and CECs).

These findings provide further evidence of the increased complexity of career and employment counseling. Once clients' initial information needs are met, they move on to wanting to take action on the information they have received. Counselors should be prepared to work with clients to help the latter develop both sensible action plans and learn workable strategies for identifying and overcoming the barriers they face.

Counselors need to examine how they spend their time. Counselors report that career-related issues were the most frequently encountered main client presenting problem and also the most frequent underlying problem. Personal issues and education/training concerns were next on the list. Other underlying problems included family concerns (in the schools and colleges) and client skill enhancement (in the community agencies and CECs). However, when asked how they spent their time, counselors in school and colleges reported one-to-one personal counseling as the most common task. Preparing case notes and clerical tasks was identified as one of the five most time consuming tasks by 50% of counselors in some sectors. Working with third parties, coaching, mentoring, helping clients follow-through on an action plan occupied very little counselor time. Given the nature of the client problems and the types of client barriers, it may be that counselors are not apportioning their time in a manner that best meets clients' needs.

There is a need for more effective leadership. The survey identified that most counselors receive little support. They seldom get supervision or feedback on their work with clients, and when supervision does occur, it tends to focus on administrative matters. In some sectors counselors lack a good career resource library. Most counselors need a central office which develops new counseling methods and evaluation procedures, or provides other sorts of leadership like policy development and staff training. Counselors report wanting professional development/inservice in multi-cultural counseling, using labor marketinformation, using occupational information more effectively, employment counseling and rehabilitation counseling.

Counselors working in community agencies expressed the greatest need for training, likely because they were the most poorly educated of the sectors surveyed.

Counselors tend to feel isolated in their work and there are few senior organizational officials who provide support for them. There is a need for more effective leadership, and for the development of better leadership tools, so that counselors will receive the support they need to function effectively.

Counselors need to become better at marketing what they do. Counseling tends to be seen as an ancillary service, "bolted on to the side" of existing programs rather than as an integral part of service delivery. Counselors reported that their bosses and co-workers did not understand counseling concepts like case load, active number of clients, or amount and type of service a client receives. From 27% to 42% of counselors did not know to what extent their supervisors" expectations were being met. In the absence of evidence to the contrary, **there is a risk** that program administrators may assume that counseling is not necessary. Counselors need to become more active at marketing what they do and the results they achieve (i.e., the nature of service, nature of program, results of evaluation).

Closing observations

No one will deny that we live in an increasingly complex society where career problems are embedded in people's lives. Therefore, with most clients, counselors must address the total picture in order to be effective with the career counseling presenting problem. Clients expect this and that is why their expectations change during counseling.

We need to move to a different model for delivering counseling services. Individual counseling is ineffectual meeting the broad scope of client needs. More emphasis should be placed on group work, evaluation, mentoring, coaching, working with third parties, and marketing services. Further, all levels of an organization should be involved in determining client needs, planning programs to address those needs, and providing support to counselors in delivering services.

Counselors need more leadership if they are to function effectively. The federal department of Human Resources Development, and some provincial government departments, have provided leadership in developing good career information materials and new tools for use in career and employment counseling. This must continue. However, these materials should be marketed outside the departments that develop them in a more widespread sharing of information and resources, so as to avoid duplication and to make the materials more widely available to counselors, perhaps on some sort of cost-recovery basis.

A team approach to the delivery of career and employment counseling services is desirable, where team members are aware of what the other players are doing, yet focusing on their own role. Thus attempts to implement an evaluation model will need to be seen as supported and modeled at all levels in the organization, with supervisors sharing their evaluations with workers, district coordinators who model the new approach to managers, and so on. This will help to ensure an integrated approach to service delivery.

Conclusion

If counseling is to survive to service the clients who desperately need it, counseling will need to become truly client centered—not program, or test, or counselor centered. We believe that the data summarized here provide a good starting point for moving to the future.

References

Conger, D. S., Hiebert, B., & Hong-Farrell, E. (1993). *Career and employment counselling in Canada.* Ottawa, ON: Canadian Labour Force Development Board.

Bryan Hiebert is a professor of counselling psychology in the Department of Educational Psychology at the University of Calgary and president of the Canadian Guidance and Counselling Foundation.

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Canadian Action on Early School Leaving: A Description of the National Stay-in-School Initiative

Helen Hackett and Dan Baran

Overview

Stay-in-School is a Canadian government initiative launched in the early 1990's encouraging young Canadians to build a solid foundation for the future by finishing high school and by acquiring the skills needed for the labor force of tomorrow. The Stay-in-School initiative issued a call to action. Canadians responded to the call with compassion, vigor and dedication; the initiative became a catalyst for caring. Through their actions, Canadians became catalysts for change.

The Challenges

Changing world circumstances of the late 1980's posed challenges for Canada's most precious natural resource—its people. Organizational restructuring, financial constraints, and increasing skills requirements and recurrent retraining powered a search for new approaches to prepare youth to enter the labor market and to assume adult roles in the workplace, family, community, and country. Canada recognized that the challenges to its strength and integrity required imaginative and vigorous responses.

Canada adopted two important assumptions: that youth are an essential component of its moral, social and economic fiber, and that graduation from secondary school forms the foundation for prosperity. The linkage of educational attainment to economic stability was clearly delineated in a Conference Board of Canada study entitled *Dropping Out: The Cost to Canada* (Lafleur, 1992). Accordingly, Canada worked to develop a response that addressed the needs of young Canadians, particularly those of the 30% of Canadian youth who do not complete secondary school. The Stay-in-School initiative grew out of these premises and challenges.

The Philosophy

Stay-in-School became anchored by the conviction that individuals, groups, and communities are inherently ingenious and resourceful, and are endowed with the capacity to solve problems through robust and inventive action. Three fundamental principles guided the Stay-in-School initiative:

1. Compassion, caring, and commitment are essential to change.

2. Change is possible and likely when there is significant "buy-in" by participants.

3. Collective action can be expressed through the interdependency of many partners.

The Strategy

The Stay-in-School initiative sought a strategy to reduce Canada's dropout rate through collective responsibility and action, and through the empowerment of every person, rather than using victimization and the attachment of blame. The Canadian government strategy that emerged was a process consisting of three components:

1. Give Canadians information about early school dropouts and create an awareness of this problem.

2. When Canadians have become aware of the situation, mobilize people by encouraging them to develop and share ideas, approaches, and solutions.

3. After Canadians generate intervention strategies tailored to their circumstances and which are supported locally, provide moral and financial resources for implementing these interventions.

Officials used three components to describe the strategy:

1. Public Awareness
2. Mobilization of Stakeholders
3. Programs and Services

Assessment

Taking Stock: An Assessment of the National Stay-in-School Initiative (Renihan et al., 1994) documents a formal evaluation conducted of the Stay-in-School initiative. Evaluators included measurements of multidimensional impacts stratified by group and geography. Both quantitative and qualitative data were collected and a triangulation approach ensured reliability and validity of findings. Researchers surveyed over 3000 participating groups and individuals, and then interviewed over 200 respondents, including teachers, administrators, and executive officers of provincial and national stakeholder organizations.

Impact of the Stay-in-School Initiative

The assessment discovered a powerful consensus about the importance of the national Stay-in-School initiative. Key findings include the following:

· Most Canadian communities became involved in a strategic approach to counter early school leaving.

· The Stay-in-School initiative produced a noticeable increase in student retention.

· In-school coordinators of Stay-in-School projects reported that 84% of students involved in dropout interventions in 1992-93 completed their year. Of those students, less than 25% would have finished the scholastic year if a Stay-in-School intervention had not been in place.

· Fifty percent of school contacts noted enhanced academic performance in over half of the Stay-in-School participants. Improved life skills were reported by 70% of respondents.

· The public awareness campaign was universally seen to have had a dramatic and positive impact by raising awareness of the dropout issue.

· Almost all contacts stated that the Stay-in-School initiative was extremely cost-effective.

· Students reported improvement in self-confidence, work habits, life skills, and academic skills, and expressed a desire to continue with and succeed in school.

Analysis of Impact

The assessment concluded that the impact of the Stay-in-School initiative was manifested in four domains:

1. Expansion of knowledge

As a result of the Stay-in-School initiative, significant gains were made in public awareness and knowledge of the dropout issue. The public awareness campaign succeeded in alerting young Canadians and their parents to the serious consequences of leaving school early. Furthermore, the expanded knowledge includes an expectation that the dropout rate will be significantly reduced over time, and that programs and services will be generated to achieve this aspiration.

2. Expansion of action

A wide variety of programs for at-risk youth have been developed as a result of the Stay-in-School initiative. A theme pervading the qualitative data was that the success of student retention programs was largely dependent upon the creation of community ownership, and that this ownership could only be achieved through the deliberate structuring of solid educational partnerships. Alliances of individuals and organizations at the municipal, provincial, territorial, and national levels have produced numerous school retention tools and resources.

3. Expansion of collaboration

Collaboration of different levels of the administrative and government hierarchies has improved considerably as a result of Stay-in-School. This collaboration has provided the administrative infrastructures needed to maintain many student retention projects. Throughout the data collection, respondents repeatedly claimed that no other program in education has achieved such levels of inter-organizational collaboration. A variety of community service organizations, businesses, schools, and many other non-traditional groups developed.

4. Expansion of moral obligation and responsibility

The Stay-in-School initiative has brought about a significant number of changes in educational practice. Many jurisdictions are taking steps to formalize both program criteria and student tracking mechanisms. Many more are focusing on graduation and retention rates and establishing standards for follow-up. The progress of the Stay-in-School initiative has revealed imperfections in existing programs and has shown the need for an authentic and moral response to address the needs of at-risk youth. Adults in successful Stay-in-School programs willingly and consciously accepted a moral obligation for the education of at-risk students.

Assessment Recommendations

· Establish a Foundation for Student Retention. The Foundation would direct and initiate activities related to student retention, the dissemination of research findings, details of innovative practices, and other relevant information.

· Reaffirm the important role of parents in student retention initiatives.

· Redirect the public awareness campaign to profile the need for increased involvement of parents, business and labor groups to promote life-long learning, and to establish a local as well as a national focus on public awareness and information.

· Encourage and strengthen inter-agency collaboration.

· Direct the focus of disseminated research toward best practices in addition to prevention theory.

· The Canadian government should maintain a strong voice as an advocate for, and communicator of, student retention and school-to-work programs across the nation.

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New Federal Youth Initiatives In Canada

Sharron Hanna & Lisa Doornan

Overview

Statistics Canada recently confirmed that young people were the hardest hit by the 1990–92 recession and are finding it increasingly difficult to find employment (Sunter, 1994). For example, the 1993 youth unemployment rate of 17.8% is the highest annual rate since the 1983 rate of 19.8%. The 1993 rate would be even higher if youth had persisted in their job searches instead of "giving up" and withdrawing from the labor market. College and university graduates are also experiencing greater difficulty in securing jobs.

The inability of young people to form a serious attachment to the labor market can have grave consequences. There is evidence that those who seek employment during difficult times, but are not successful, will continue to experience ongoing hardships throughout their working lives, often developing an ongoing dependency on the social safety net.

Investing in youth

The Canadian federal government's youth employment and learning strategy sets out several educational and training priorities which, together, offers young Canadians direction as they prepare for the future labor market. The strategy included two key elements on the youth employment front:

1. **Youth Service Canada** aimed at putting out–of–school and unemployed young people back to work.
2. **Youth Internship Program** supported new, entry–level training programs for occupations in expanding industries.

Youth Service Canada

Young people today face a frustrating dilemma: one needs experience to get a job, but without a job, one cannot get experience. "The proportion of Youths who have never held a job rose sharply from 10% in November 1989 to 16% in November 1993" (Sunter, p. 32). Youth Service Canada (YSC) aims to address this dilemma using a three–pronged approach:

- Strengthen young people's sense of accomplishment, self–reliance, and self–esteem.
- Enable young people to gain meaningful work experience, while using and improving their personal and work–related skills, through service to their community and their country.
- Build stronger communities and a better Canada by enabling young people to address issues of concern to youth and by building a greater awareness of Canada's diversity.

Four streams were identified as priorities in YSC:

1. Community Development and Learning
2. Sustainable Development and Environment
3. Tulu (personal development)
4. Entrepreneurship.

During the spring and summer of 1994, 67 lead–site projects were officially launched, engaging over 1,100 unemployed youth in productive community service work terms lasting from 6-9 months. Participants received a weekly stipend and a completion grant in the form of a voucher, valued at no less than $2,000 which could be redeemed to cover the costs of going back to school;, subsidize wages at another job, pay for daycare while working, cover travel costs to get a job or move to another job, use as collateral for a small business loan, or repay student loans.

Youth Internship Program

In its 1992 study of education and training in Canada, the Economic Council of Canada observed that "Canada has one of the worst records of school–to–work transition. School leavers find a job by trial and error, often wasting their own and society's resources in the process" (ECC, 1992, p. 18). Approximately 60% of youth now enter the labor market directly from high school with no additional structured education or training. However, it is estimated that in Canada, almost half of the new jobs created by the year 2000 will require at least 17 years of education and training.

The Youth Internship Program will target young people who choose technical/vocational training over an academic post–secondary education, and will include high school students, high school graduates, and early school leavers who are looking for training or work opportunities The program began in 1994–95 with a demonstration phase to test a variety of entry–level training programs. Internships will be offered as follows:

- Industry sectors: Sector Councils represent industry workers and employers and establish skill standards and training programs. Entry–level training programs will be offered for studies in the environment, logistics, automotive repair, horticulture, and tourism sectors. Other national Sector Councils that have shown interest in developing entry–level training models are the electrical and software sectors.
- School–based training: High school and post–secondary co–operative education programs will be expanded and refocused, particularly in technical/vocational areas. The idea is for school boards, colleges, and employers to develop more comprehensive programs providing a combination of both classroom and workplace skills training.
- Community–based training: Entry–level training projects will be led by private and public sector associations, non–governmental organizations,and education and training institutions driven at the community level. Programs will be based on common standards recognized across Canada.

Counseling: Some Criteria

Human Resources Development Canada is supporting the "Building Better Career Counselling" initiative of the Canadian Guidance and Counselling Foundation (CGCF) to ensure that career development resources developed under the Creation And Mobilization of Counselling Resources for Youth (CAMCRY) and Stay In School (SIS) programs become an integral part of the federal government's youth initiative. Of notable importance are the career and skills development components of Youth Service Canada and the Youth Internship Program. The provision/availability of career counseling was one of the several criteria considered in selecting and approving the best Youth Service Canada project proposals. Youth Service Canada participants will be provided with special services in such fields as career planning and counseling, career and labor market information, volunteer adult mentors, and transition assistance.

Youth Service Canada project coordinators will be able to access training in the use of the CGCF materials as they help young people build career action plans. The career counseling resources will provide a highly effective complement to the work experience acquired by Youth Service Canada participants.These youth will be equipped with the employability and career development skills needed to make smooth school–to–work transitions, informed career decisions, and hence, succeed in today's dynamic and challenging labor market.

Conclusion

Youth Service Canada and the Youth Internship Program supplement other noteworthy initiatives at the provincial and federal levels. All are aimed at improving the educational, training, career development, and employment opportunities facing unemployed and disadvantaged youth across Canada. Youth Service Canada and the Youth Internship Program are unfolding in tandem with other efforts to modernize Canada's training and learning system. These programs offer clear pathways for participants to become self–sufficient by establishing a strong connection with the labor market. In this way, the program will help young people break both the mounting dependency on passive social assistance and cycle of "false starts" on the labor market.

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CAMCRY:
An Innovation In Collaborative Program Development

Bryan Hiebert & M. Lynne Bezanson

Overview

In the late 1980s, career development in Canada reached a crossroads. The myth of one-career-for-life had been shattered. The semi-skilled and unskilled labor force was shrinking. Approximately one-in-three adolescents were leaving school before graduation even though the age range for entry education/training levels for new jobs was climbing to 15-17 years (Hiebert, Jarvis, Bezanson, Ward, & Hearn, 1992). Many young people were slipping through cracks in the system. These were out-of-school youth, youth with special needs, underemployed youth, and youth at risk of leaving school. Even adolescents who chose to remain in school, often finished with no sense of career/life direction. It was in this social context that CAMCRY was born.

CAMCRY (Creation And Mobilization of Counselling Resources for Youth) was a $15,400,000 Program Development and Research initiative, funded with $7.4 million from Human Resources Development Canada (then called Employment and Immigration Canada), and $8 million from universities, colleges, provincial government,and business. The Canadian Guidance and Counselling Foundation (CGCF) was chosen to coordinate the initiative. Each project met numerous criteria: 50-50 funding, innovation, practical, emphasis on young people, and had to contain rigorous field test and evaluation components (Hiebert, 1992). Some projects targeted professionals who work with youth and included a training component for professionals, while the majority focused on youth themselves. When finished, CAMCRY included 41 distinct projects at 18 colleges and universities across Canada and involved over 200 researchers, four times as many reasearchers as before the project began. This made CAMCRY the largest research and program development counseling project ever undertaken in Canada.

CAMCRY: An Innovation In Collaboration

CAMCRY was built on collaboration (see Hiebert, 1992).

Collaboration In Planning

- 200 letters were sent to colleges, universities, governments, and individuals, inviting them to participate.
- Three working meetings were held to develop proposals.
- Instead of competition, organizers encouraged collaboration with interested parties to develop a good proposal.
- The final budget request was based on the accumulated amount of all proposals submitted—when the award was less than requested, collaborators revised budgets.

This collaborative approach contrasts with the usual one where proposals are reviewed anonymously: some "win" and get funded and the rest "lose."

Collaboration In Operation

The operating structure of CAMCRY was collaborative.

- In order to keep programs career focused, reality-based, and practical, program consultants assisted projects with program development, career information, and administration.
- In the early stages of program development, a specifications conference guided by a leading expert of the project's choice, provided feedback and suggestions for improvement.
- The specifications conference was unanimously viewed as beneficial.

Collaboration In Mobilization

As program development came to completion, CGCF assisted projects with implementation plans: (a) marketing programs to potential users; (b) securing publishers for the materials; (c) assisting with conference and workshop presentations and (d) helping prepare training workshops so that practitioners and potential adopters would get hands-on training in the new methods.

CAMCRY: What We Learned

Everyone agreed that although the finished project was bigger in scope than anyone originally dreamed, it was also richer because of collaboration with CGCF staff, other project directors, and publishers.

Collaboration Takes Time

- CAMCRY was three years in the planning, three years in program development, and two years in mobilization.
- Implementing a new program takes as much time as developing the program.
- To help a new program become incorporated in the field, it is important to identify advocates for the program, people who can influence program adoption, early adopters, and people who make curriculum decisions.
- Implementation needs to be conceptualized as part of the project and built into the time line and budget.

It Is Important To Market

University and college instructors produce excellent programs, but many educators need assistance in marketing their materials. This involves reframing marketing to give it an educational focus, providing the opportunity to improve service by using new methods.

- Program developers need to market their programs to schools, publishers, professionals, and potential future funders through conference presentations and workshops.
- The marketing success of CAMCRY is evidenced by the fact that over 30 programs have been published, numerous articles have appeared in professional journals, and eight provinces are currently using CAMCRY programs.

Field Test Data Are Important But Are Not Enough

Strong field test data supported all CAMCRY projects. Many projects also demonstrated success in multiple sites across the country. The data included a combination of learning outcomes and traditional measures (career maturity, locus of control, self-esteem). *But,* field test data are not enough; they do not speak for themselves. The bottom line for most publishers was the potential number of units that could be sold and strong field test results were only one small part of the market decision.

Advisory Committees Can Be Helpful

CAMCRY had local advisory committees as well as a National advisory committee.

- Local advisory committees composed of experts, practitioners, and young people helped guide program development, assisted with field testing, identified potential markets, and helped programs maintain a realistic outlook.
- The National CAMCRY Advisory Committee consisted of 14 professional associations, businesses, and federal, provincial, and municipal government departments. It provided direction in three primary areas: communications, training, and standards

CAMCRY: What Would We Do Differently?

CAMCRY was a first in Canada, and as such, everyone involved was "learning on the run." The project has been enormously successful, but there are elements which would enhance the initiative a second time around.

1. Build a solid vision statement early to focus the advisory committee and to provide cohesive direction to the projects:

- Ownership and commitment increase if the vision statement is developed collaboratively and involves all participants.
- The vision statement provides the framework and impetus for action by advisory committee members.
- The vision statement helps each project see how it is part of a larger picture.

2. Build into the master plan ample time for implementation and mobilization:

- Launch the communication/marketing strategy early—it took two-person years of time to secure publishers.
- It takes time to build awareness of a major initiative, but awareness can cultivate readiness for program adoption.
- Program developers need help marketing their work and it takes time to teach them how to do this.

3. A training component is as important as the program for youth.

- Establishing a solid training network took one person a year.
- Training is an important mobilization tool.
- Projects that incorporated teacher/counselor training in their program development were the fastest to become published and used.
- Provinces will support training, but it takes time to establish an infrastructure.

4. Consultants are necessary in program development:

- Few resources view program development, implementation, and evaluation as integrated parts of a total picture.
- Academics are unaccustomed to program development and a "hands on" collaborative form of granting.
- It is necessary to have coaching on program content and a program development focus, versus a pure research focus.

5. Provide ample support for evaluation:

- Projects with strong data support were published first.
- Academics have difficulty breaking away from traditional standardized measures and pre/post designs, and they may overlook informal assessment, check lists, skill demonstrations, self-monitoring logs, and alternative designs.

6. Plan and budget for "spin off" events:

- In a major initiative, unanticipated events can enrich a project, provided there is time and money to pursue them.
- Quality Service Workbook (see Bezanson, 1995) was a logical extension of CAMCRY and an asset to service delivery.
- The Survey of Career and Employment Counseling in Canada (see Hiebert & Conger, 1995) was fostered by work arising from CAMCRY.

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Employability Skills Profile: What Are Employers Looking For?

MaryAnn McLaughlin

Overview

One of the goals of education in every province and territory in Canada is to prepare young people to participate in paid work: as employees or self-employed. In the late 1980s and early 1990s, both employers and educators were voicing similar concerns and looking for ways to work together to meet this goal. Employers faced enormous changes in a highly competitive global marketplace. The new economy demanded new ways of thinking, new ways of managing, and new ways of working. As the nature and tools of jobs changed, the level of education and skills required also changed. Many educators faced the challenge of preparing young people to participate in the increasingly complex and changing world of work by calling on employers to articulate and communicate their needs better.

A major project of the Conference Board of Canada's Corporate Council on Education was to identify and communicate the skills that they require as employers of half a million Canadians.

Discussion

The Process and the Product

The process began with a review of literature and unpublished reports about the mix of skills that employers expect to find in new recruits. Building on a framework of Academic, Personal Management, and Teamwork Skills used by a Michigan Employability Skills Task Force (1989), the Corporate Council drafted a list of skills in each category, based on the hiring criteria of the companies they represented. For simplicity, the Profile used the word "skills" to represent the set of characteristics that make a person employable, including knowledge, know-how, attitudes, and behaviors. One of the guiding principles in the Employability Skills Profile was that the skills needed for a high-quality Canadian work force now and in the future must be generic foundational skills rather than skills specific to certain occupations, levels of responsibility, or limited to today's jobs.

The next stage involved review of the draft Employability Skills Profile by other Canadian employers, including small business educators from all levels, labor, government, equity groups, and community groups. The review consisted of a questionnaire and meetings with about 100 human-resource professionals. There was strong agreement that this type of profile would be of significant value, offering national direction for all organizations and individuals concerned with education and training in Canada. There were also many suggestions for refinements in wording or further specification of skills already listed.

With the publication of the "Employability Skills Profile" in May 1992, 25 major employers stated that employers in Canada were looking for the following traits:

- People who can communicate, think, and continue to learn throughout their lives.
- People who can demonstrate positive attitudes and behaviors, responsibility, and adaptability.
- People who can work with others.

Employers stated that they placed equal emphasis on each of these characteristics and that the skills in each category were not listed in any order of priority. In the workplace, as in school, the skills were integrated and used in varying combinations, depending on the nature of the job.

In June 1992, the Conference Board conducted meetings with 200 representatives of stakeholder groups to address a central question: How close is this list to the overall foundation skills that young people need to develop in order to be fully participating members of society? These meetings were hosted by educators. They agreed that the profile outlined foundational skills that all Canadians should acquire in their formative years, to enhance citizenship, self-fulfillment, and employability or self-employment.

How is the Employability Skills Profile Used?

The Employability Skills Profile has been widely used by educators, employers, career counselors, as well as other interested organizations in Canada and other countries. In 1993-94, the Conference Board undertook a related study to respond to many requests for information on how to implement the profile. One of the key findings of a review of 225 partnerships, projects, and programs was that two major techniques help achieve the objective of developing students' employability skills: infusing the skills into existing subject-specific curriculum, and adding a skills component to career preparation, work experience courses, or business-education partnership activities.

Summary

In an attempt to address the changing skills needed to be successful in today's workforce, the Conference Board of Canada developed an Employability Skills Profile, based on input from employers and validated by a wide range of stakeholders. The Profile has quickly become a benchmark which educators, counselors, and businesses use to identify the foundational skills necessary for successful living.

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EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills	**Personal Management Skills**	**Teamwork Skills**
Those skills which provide the basic foundation to get, keep, and progress on a job to achieve the best results	The combination of skills, attitudes, and behaviours required to get, keep, and progress on a job and to achieve the best results	Those skills needed to work with others on a job and to achieve the best results
Canadian employers need a person who can: **Communicate** · Understand and speak the languages in which business is conducted · Listens to understand and learn · Read, comprehend, and use written materials, including graphs, charts, and displays · Write effectively in the languages in which business is conducted **Think** · Think critically and act logically to evaluate situations, solve problems and make decisions · Understand and solve problems involving mathematics and use the results · Use technology, instruments, tools, and information systems effectively · Access and apply specialized knowledge from various fields (e.g., skilled trades. technology, physical sciences, arts, and social sciences) **Learn** · Continue to learn for life	Canadian employers need a person who can demonstrate: **Positive Attitudes and Behaviors** · Self-esteem and confidence · Honesty, integrity, and personal ethics · A positive attitude toward learning, growth, and personal health · Initiative. energy, and persistence to get the job done **Responsibility** · The ability to set goals and priorities in work and personal life · The ability to plan and manage time, money, and other resources to achieve goals · Accountability for actions taken **Adaptability** · A positive attitude toward change · Recognition of and respect for people's diversity and individual differences · The ability to identify and suggest new ideas to get the job done–creativity	Canadian employers need a person who can: **Work with Others** · Understand and contribute to the organization's goals · Understand and work within the culture of the group · Plan and make decisions with others and support the outcomes · Respect the thoughts and opinions of others in the group · Exercise "give and take" to achieve group results · Seek a team approach as appropriate · Lead when appropriate, mobilizing the group for high performance **This document was developed by the Corporate Council on Education, a program of the National Business and Education Centre, The Conference Board of Canada.** **This profile outlines foundation skills for employability. For individuals and for schools, preparing for work or employability is one of several goals, all of which are important for society.**

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Career Counseling With Native Clients: Understanding The Context[1]

R. Vance Peavy

Overview

In order to discuss career development and counseling sensibly in relation to Native clients, it is necessary to state four contextual conditions:

1. There is no generic Native or "Indian." The term "Indian" is a "white" term. For Natives living traditional lives, there are many important clan, band, and tribal differences as well as complicated family politics--all of which influence career development and choice for Native individuals. Career counseling with Native clients requires an unusually large range of cultural understandings and an appreciation of diversity and uniqueness.

2. With regard to Native enculturation and self-identity, there are at least four Native "cultural-self" definitions, each having profound implications for career counseling.[2]

- A "*traditional*" Native supports and lives the traditional way of life through use of foods, medicines, social organization, ceremonies, and communication, and is happy with this way of life.
- An "assimilated" Native supports and lives the modern, dominant society way of life through use of foods, social organization, and communication and is happy with this way of life.
- A "*transitional*" Native identity fluctuates between traditional and dominant society, and often exhibits dysfunctional ways of living. The transitional individual is not committed to either culture and may be unhappy, uncertain, or unaware of his or her own lifestyle. He or she is often abusive, substance addicted, manifests low self-esteem and lack of personal stability.
- A "*bi-cultural*" Native person lives and supports both traditional and dominant society ways of living. The bi-cultural person uses both traditional and dominant society foods, medicines, and social organization, and may engage in both clan and nuclear family patterns. In contrast to the other identities, the bi-cultural individual has reconciled cultural differences and is at peace with reconciliation. If career counseling is to be at all effective, it must take these differing life-styles and identities into account.

3. Career development for Native youth is seriously impeded by two characteristics of dominant society schools:

- Lack of attention, understanding, and respect on the part of school personnel (including career counselors) toward the linguistic and cultural identities of Native students.
- Lack of structural support or "Native cultural presence" for students who are attempting to retain Native cultural identity. A counseling preoccupation with the "self" of Native students as a step toward career development is all too often assimilative and contributes to the creation of transitional, dysfunctional lifestyles. Though unintentional, career counselors perform a kind of colonization of the Native mind (Madsen, 1990) when they attribute importance and value to academic, social, and vocational values and tasks *as they understand them.* If career counseling and development is to make sense to Native students, ways must be found for Native students to find and use their own "cultural voices" in career exploration and to use their own life experiences as building blocks for a hopeful future.

4. Training in "multicultural counseling" is *not* an answer for providing sensible career counseling for Native clients for at least two reasons. First, Natives are not immigrants. Persons who come to North America as refugees and immigrants have an expectation, as does the dominant society, that in due time they will attain full membership in the North American dominant society. Their direction is clearly assimilative and contrasts absolutely with many Natives who struggle to preserve their historical, cultural identity as an "original" or "First Nations" people. Second, to "migrate" is to leave one culture and to re-establish oneself in another culture (Bissoondath, 1994). Most "First Nations" peoples are dedicated to retaining their Native cultural identity and, in many instances, interested in developing a bi-cultural

ability to navigate harmoniously back and forth between Native and dominant culture.

Directions For Career Counseling With Native Youth

Our research (Peavy, 1994) suggests at least five ways in which career work with Native youth can reduce racism and dominant society suppression of Native identity and give Native youth more voice in the formulation of career conceptions which are sensible to them:

- Provide financial and conceptual support for educating Natives as career counselors for Native youth. Native community leaders and elders should have a say in the composition of such training programs.
- Take steps in school programs to ensure that Native youth can receive career counseling from Native counselors, if they want it, or from non-Native counselors who have successfully established credibility and rapport with Native clients and with the larger Native community.
- Restructure counselor education programs to include courses in Native psychology, language, history and culture. Include "immersion" experiences in the Native community. At the very least, counselors of Native youth should have participated in Native community events and should have first-hand knowledge of the cultural protocols typical of the Native cultural groups.
- Develop career counseling programs to include experiences and materials tailored to the needs of Native youth; use suitable role models--for identity purposes and for career emulation.
- Revise the basic process of career counseling for Native needs. In contrast with formalized, self-focused counseling based on dominant society education and psychological principles, Native-appropriate counseling might employ, for example, narrative and story-telling as a central counseling procedure (Peavy, 1992). Storytelling is a good vehicle for rethinking one's "career identity" in relation to social, political, and economic realities, and can help counselors and clients find ways to reclaim identities as members of a respected cultural group. Further, storied counseling enables Native clients to explore ways to navigate through school and dominant culture.

Conclusion

The contextual consideration outlined in this paper provide a framework for career counseling with Native youth. It is a framework which links Native tradition, community, and culture to Native experience in dominant society schools and which helps Native youth construct a personal voice andidentity, yet, at the same time, learn to navigate school and majority cultural life. This framework suggests that a career counseling approach with Native clients can be constructed which respects Native culture and promotes ability and hope for bi-cultural navigation and career formation.

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Reference Notes

[1] For consistency, I use the term "Native" in this paper without prejudice to other terms, such as "Indian," "Aboriginal," "First Nations," and "Indigenous."

[2] I am indebted to Wedlidi Speck for these distinctions. Wedlidi Speck is a status Indian and member of the Nimpkish Band of the Kwakiutl Agency and is a traditional-based counselor.

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Career Counseling For Native Youth: What Kind And By Whom?

R. Vance Peavy

Overview

One of the most sobering realizations about career counseling with Native youth is that almost no research has been done on Native career development—we do not even know to what extent the term "career" is culturally sensible to Native people. Working formulations conducted by the author and several graduate students (MacNeill, 1994; Peavy, 1993, 1994) has led to some working formulations about the concept of career with Native clients.

· Personal and cultural identity is a critical issue for Native youth. They are often caught between two cultural worlds—bicultural personhood is hard to come by for many and rejected by others.

· The life path, and career path, of many Native individuals is unbelievably chaotic and unpredictable, especially for "transitional" individuals. Family deterioration, deculturation, and racial discrimination produce extremely turbulent lives with little trace of "career" path.

· The need for healing, identity authentication, and self–esteem building is so pressing for some Native clients that career and educational counseling must be part of an integrated approach which encounters the "whole" person.

· Psychometrically oriented approaches to career counseling are inappropriate for many Native clients. As one person put it, "We do not want you to develop culture–fair tests for our children—we want you to *stop testing them!"*

· High expectations play an important part in many Native cultures. The traditional family depended for its survival on the sharing and cooperation of all family members. Praise was seldom given. It was simply expected that each person would do the very best possible--that excellence would be striven for without praise. High skill and quality products were their own rewards. There was reluctance to do something unless the probability of success was high. Appreciation was shown, not by vocalizing praise, but by asking people to continue doing what they were already doing. One of the tasks of counselors working with Native youth is to find ways to tap into the naturally occurring ethic of high expectations and help Native clients to apply this ethic in school culture and in dominant society worklife.

While differences exist among Native groups as to the kind of counseling suitable for their children and youth, there is almost remarkable unanimity, which goes back decades, concerning the need for, and the nature of, culturally appropriate counseling for Native youth (National Indian Brotherhood, 1972; Peavy, 1993).

The Kind of Counseling Native Leaders and Parents Want

The National Indian Brotherhood (1972) document primarily addressed education for Native children and youth. A discussion of counseling contained the following requests:

· Availability of counseling for Indians by Indians, both on and off reserves.

· Provision of more culturally appropriate sensitization and training for non–Native counselors who counsel Natives.

· Recognition that existing counseling services for Native youth are not only ineffective, but in some instances contribute to the failure of Native students in school.

· Provision of Native para–professional counselor–aides to increase liaison with families and Band councils.

· Each school with Native students should provide counseling and guidance services which ensure that Native students are prepared for the *challenge of living and working after leaving school.*

The Kind of Counselors and Counseling Native Youth Want

Recent studies of counseling for Native youth in British Columbia (Peavy, 1994) and the Yukon (MacNeill, 1994) identified characteristics which Native youth search for in counselors and which contribute to counseling success, (i.e., the extent to which Native youth describe the counselor as a safe and helpful person).

· A counselor should be like a best friend—someone who knows when to speak and when to stay quiet, someone who has been through rocky times too.

- A counselor should be personal but non-invasive.
- A counselor must be perceived as "safe." Word of betrayal of confidence travels fast through a Native community.
- A counselor should be accessible on a "drop–in" basis.
- Counselors should be actively involved in providing a Native presence in the school.
- A counselor should be known in the community and should know family members by name.
- A counselor must be patient, accepting, and humorous.
- A counselor must be familiar with the many struggles of Native youth. This includes coping with addictions, grief, homesickness, segregation, suicide, discrimination, adoption, cross–band rivalries, pregnancy, sexual and physical abuse, neglect, lack of role–models, and shame and confusion about personal and cultural identity.
- A counselor need not be Native (although this helps) but must have non–biased knowledge about Native culture and protocol.
- A counselor should be informal and treat Native students as having equal status with other students. As Native students in one discussion said, "We don't want to be just shoved along through school, nor segregated into special rooms or seen as having deficits or being slow. ... We want counselors to help ensure that we take courses needed to go on for further education and to prepare us for work."
- A counselor should understand the need of many Native youth to be in a healing process.
- Counselors should know about the need of most, but not all, Native youth for spirituality. As one informant put it: "We have a special relationship with the land, with ancestors, with our community, and with nature. To achieve harmony is sometimes more important than anything else."

Summary Guidelines for Counselors Serving Native Youth

Our own research and that of others (Heinrich, Corvine, & Thomas; 1990; Epp, 1985) supports guidelines which can help counselors be culturally sensible with Native youth:

- Within the school, take an informal, personal, friendly, non–invasive, and accessible stance.
- Participate in Native community happenings and become acquainted with family members.
- Concentrate on the best in students first, problems next. Move cautiously in the area of "personality" and feelings.
- Recognize and respect world–views based on harmony, non–interference, trust, and spirituality.
- Use career exploration strategies based on doing, not on telling.
- Actively work to create a "Native presence" in the school and cultural awareness among all members of the school culture.
- Create Native community networks and identify Native role–models for the purpose of helping Native youth with transitions from home to school, school to school, remote community to urban school, and from school to work experience.
- Above all, practice patience, understanding, acceptance, informality and earn the trust of both Native youth and their family members.

Conclusion

It is essential for career counselors working with Native youth to be cognizant of Native communication patterns, which include non–intrusive listening, story–telling, patience, and respect for family influences. Native students and their parents want non–biased treatment, information, and guidance from counselors to ensure both successful navigation of the school culture and transition to worklife. There is a great deal of diversity among Native groups. Counselors must not fall into the trap of seeing all Natives as the same, or as "different in the same ways." A counselor's best tools are knowledge of Native culture and protocol, a personal, informal, and accessible counseling style, useful knowledge about the school and work, humor, patience, respect for world–views—including balance, harmony, spirituality and non–intrusiveness—and an ability to relate to Native youth on the basis of their strengths and successes, rather than their failures and deficits.

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Career Counseling for Aboriginal Youth: A Community-Based Program Development Approach

Anne Poonwassie

Overview

Education philosophies originate within specific socio-cultural contexts, which are characterized by unique problems and issues (Elias & Merriam, 1980). Historically, Canadian Aboriginal peoples have been denied the opportunity to develop need-based, culturally relevant programs. Instead, government has used education systems to undermine Canadian Aboriginals' tribal organization, their forms of leadership, their spiritual beliefs, their health system, and their economic system. The result is a legacy of poverty and deprivation.

In hoping for a brighter future of self-government and self-determination, Aboriginal communities have placed great hopes and expectations on their youth: "From our children will come those braves, who will carry the torches to the places where our ancestors rest .... This is how the void will be filled between the old and the new ways" (Chief Dan George, 1974, p. 55). This vision is becoming a reality. In search of their identity, many Aboriginal youths are reclaiming their culture - not as an attempt to return to the past, but as a resolve to participate in society as equals, and on their own terms (Berger, 1985).

The complexity and uniqueness of career-related issues pose a formidable challenge in the development of career-counseling programs for Aboriginal youth. Program planners must recognize that most of the answers and solutions for a successful program rest within Aboriginal communities. In keeping with this community-based view, *Career Counselling for Aboriginal Youth: The Journey Inward; The Journey Outward* was developed.

The Guiding Principles

Planning should involve all program stakeholders and should also acknowledge that many unknown cross-cultural variables need to be incorporated into the planning process. Thus, program development should be participatory and open to change as the various planning components evolve (Nadler, 1983). The aim of the planning model should be to facilitate self-determination and social change by espousing mutual respect and sharing as key components of the planning process. Planning and decision-making responsibilities should be shared and control should be negotiated on an on-going basis by program development team members (Freire, 1973).

The Planning Components

To meet the needs of Aboriginal youth, as well as the aspirations of their home communities, the following key components should be considered by program planners:

- The program development team should include representation from the agency or community requesting the program, the institution which will offer the program, and resource people with career counseling expertise. In order to focus on the program's outcome vision, invite an Aboriginal Elder to guide the program planning team.
- Negotiate the terms of reference for team member participation and/or leadership in all planning activities — possibly two or more subgroups working on various planning components simultaneously, based on their areas of expertise and/or interest. The planning team should utilize consensus decision making on an on-going basis as the various planning components are integrated and finalized.
- Establish a community advisory team to be involved in all planning activities.
- Conduct a comprehensive literature review of all topics relevant to career counseling and Aboriginal youth. Include a review of previous and existing programs which successfully integrated cultural imperatives.
- Select the agencies, communities and/or groups for data collection and identify the specific members to be surveyed, (e.g., youths, parents, teachers, leaders, Elders, counselors). Note that each Aboriginal community is quite distinct in terms of size, geographical location, proximity to a large center (versus isolation), accessibility (by road versus aircraft), history, cultural practices (versus adaptation of mainstream society's practices), and so forth. Ensure that the sample is representative of the youth who will participate in the program.
- Plan, develop, and field test research instruments.

In some cases, focus groups, community meetings, or one-on-one interviews may be more appropriate and useful than surveys and/or questionnaires.

- Collect field test data. Ensure that researchers are familiar with the language and protocol of each community and solicit the support of local leadership before beginning the research. Ideally, the researcher should be a member of the planning team and should spend five to seven days in each community. A journal of relevant experiences and/or observations is a useful supplement to formal survey findings.
- Analyze the findings and consider how they relate to the literature review. Present a summary to the community advisory team and discuss the implications of the findings on the design of the career-counseling program.
- Based on the research summary and the input from the community advisory team, develop manuals for the program facilitators and participants.
- Conduct and evaluate a pilot program and make appropriate revisions.

The Program

The above process was utilized to develop *Career Counselling for Aboriginal Youth: The Journey Inward; The Journey Outward* to prepare counselors to work with Aboriginal youth. The key program content came from surveys and focus groups conducted with the youth themselves. They shared fear of failure in the mainstream educational system, unresolved hurts from family violence and/or family break-up, inability to survive the prejudice and discrimination in the "outside world," and, most of all, confusion about their culture and identity.

In order to address these issues, the program is based on the traditional concept of a vision quest, and focuses on (a) enhancing self-esteem, (b) healing past hurts, and (c) modeling Aboriginal values by integrating Aboriginal imperatives and rituals into the program content and delivery process. The training consists of two 1-week modules: In Week One, "The Journey Inward," counselors enhance their understanding of Aboriginal adolescent difficulties and barriers by exploring their own adolescent experiences and assessing how these factors affect their clients' career development. In Week Two, "The Journey Outward," the counselors integrate the knowledge gained in Week One into a holistic counseling model which (a) incorporates appropriate cultural imperatives and practices, (b) utilizes community-based resources, and (c) reflects the socio economic realities and aspirations of the First Nations' communities. The *Facilitator's Manual* provides a step-by-step guide, detailing the background information, the philosophy of the program, and daily activities. The Participant's Manual provides the program outline and relevant resource materials.

Conclusion

The participatory program-planning approach resulted in several important outcomes: (a) the participatory process, evolved in the planning stages, continued into program implementation, (b) planning team members from Aboriginal communities became strong program advocates, (c) the communities demonstrated ownership of the program and encouraged community members to participate in program offerings, and (d) new inter-community and inter-agency networks, established by the participatory planning process, resulted in other partnership initiatives. Most importantly, the participatory process resulted in a program which integrated appropriate knowledge and cultural components in a career-counseling program which met the needs of Aboriginal youth.

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Career Counseling of Youth with Learning Disabilities

Nancy L. Hutchinson

Overview

Career counseling in secondary schools is important for all students; but it is especially critical for students with learning disabilities. This group comprises about half of identified exceptional students. Although they have normal intelligence, their learning problems "in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities" (Torgeson, 1991, p.21) can prevent them from acquiring knowledge when they are taught in large groups or counseled with unstructured approaches.

Youth with learning disabilities have a higher dropout rate than their non-handicapped peers. These youth report a greater need for transition services that focus on career counseling and require help in obtaining and maintaining employment. Instructional career counseling using cognitive approaches has been recommended for youth with learning disabilities while theae students are still enrolled in secondary school (Biller, 1987). Cognitive approaches have been used to enhance learning in a number of curriculum areas,to increase self-control in students with learning disabilities (Englert, Tarrant, & Mariage, 1992).

Discussion

Characteristics of youth with learning disabilities, which may contribute to their difficulties in career development, include the following:

- Lack of career maturity and awareness of own abilities (Biller & Horn, 1991).
- Poorly developed planning and monitoring skills (Biller & Horn, 1991).
- Lack of problem solving skill (Hoffman et al., 1987).
- Immature social skills and social awareness (Biller, 1987).
- Low academic achievement, particularly in literacy (Hoffman et al., 1987).

Secondary schools have emphasized academic remediation for these students, particularly in literacy. However, educational interventions are shifting to a more preventive approach by focusing more on the demands of post-school environments.

Employability Factors

In recent research on adults with learning disabilities who were not successfully employed, lack of self-understanding was cited as a pervasive characteristic (e.g., Hoffman et al., 1987). Although they knew they were having problems, these adults did not understand how their specific deficits contributed to their difficulties. Consequently, they did not apply for jobs that capitalized on their strengths, and did not anticipate problems or develop compensatory strategies when they were having trouble meeting the demands at work. Adults with learning disabilities described themselves as experiencing difficulty attaining employment--particularly in completing application forms and in creating a positive impression in interviews. In reports to Hoffman et al.(1987) adults attributed their difficulties in keeping a job to a lack of social acceptance and a loss of temper. Employers have stated that persons with learning disabilities possess poor attitude, are unreliabile, and they lack interpersonal skills.

On the other hand, successful employment of adults with learning disabilities has been attributed to their choosing careers in their areas of strength and is due to a quest for control of their lives. This quest for control included such factors as goal-setting, persistence, and adaptability (Gerber, Ginsberg, & Reiff, 1992). Adults with learning disabilities who are successful in employment report either receiving or seeking special services to overcome their limitations (Gerber et al., 1992).

It is particularly important for individuals with learning disabilities to receive career counseling and to participate in career-development programs during secondary school. These programs can help them select careers that will utilize strengths and de-emphasize weaknesses and help them to attain employment by teaching them skills in employment writing and interviewing.

They may also handle problems that arise on the job, including problems with interpersonal skills and anger control.

Interventions

Career counseling group interventions using cognitive instruction, have been recommended for youth. Such group interventions are especially recommended for youth with learning disabilities (e.g.,Biller, 1987). In cognitive instruction, counselors and teachers provide clear explanations and models of behaviors and thinking that students may not be able to develop spontaneously. Students practice with peers in pairs and small groups, adapting the problem-solving approaches and explanations of the teacher to develop their own understanding (Englert et al., 1992).

In cognitively-based instruction, problem solving and other complex thinking skills have a central place. Rather than absorbing facts, students make sense of what they are taught and construct their own knowledge (Hutchinson & Freeman 1994). Students learn when they are cognitively engaged as they work with ideas and actively use information as it is acquired. In the classroom, cognitive approaches involve students interacting with each other. Thinking about their answers and giving explanations for their thinking helps students realize there are a number of ways of arriving at understanding. Moreover, negotiating meaning, listening to colleagues, and arriving at consensus are skills required in the modern workplace.

A four-year research program investigated whether, by using structured cognitive instruction as described above, teachers and counselors could enhance the career readiness of youth with learning disabilities. The program used was *Pathways* (Hutchinson & Freeman, 1994), a cognitive instructional program designed to address five career-related areas: awareness of self and careers, employment writing, interview skills, problem solving on the job, and anger management. Studies of this program demonstrated significant increases in self-awareness and career awareness, improved skills in employment writing and interviewing, and advanced strategies in problem solving and anger management (e.g., Hutchinson, Freeman, & Fisher, 1993).

Cognitive interventions that are effective with adolescents with learning disabilities usually include student involvement in setting goals; clear demonstrations of task-specific strategies and self-talk that will help students; clear explanations of ways in which the strategy is relevant; opportunities for students to practice both behaviors and thinking skills in authentic situations; opportunities for student interaction, especially giving and listening to explanations; feedback, using prompting or modeling following errors rather than telling the answer; use of student performance to change instruction in a timely way; and teaching students to generalize and apply knowledge across settings, and conditions. (Based on Englert et al., 1992).

Pathways includes many activities in which students take on unfamiliar roles to enhance their understanding and motivation. For example, in one activity students assume the roles of employers and examine completed application forms to decide which applicants will receive interviews. Based on this experience, they develop guidelines for themselves for completing applications. They then approach the task with increased awareness of the need for tidy, complete, and informative responses if they want employers to select them for interviews based on their applications. In *Pathways*, activities frequently have three phases. First, the teacher models a strategy by thinking out loud; this means teachers must be willing to make their thinking and problem solving visible to students while modeling with a sample problem or task. Second, the students engage in guided practice or undertake an authentic task with a partner or in a small group while receiving feedback. This works well when students alternate roles, taking turns thinking aloud and responding to a peer thinking aloud. Last, the students practice or carry out the activity independently until they are competent and confident using the strategy.

Summary and Conclusions

Making developmental career counseling a focus in secondary schools contributes to the success of youth with learning disabilities in post-school employment. These students show patterns of thinking and behavior that are alterable through cognitive intervention. Although the development of career counseling programs can be carried out by local school jurisdictions,a program such as *Pathways*, provides a successful model that is based on four years of development and evaluation research. Career counselors, classroom teachers, and special educators can work together to tailor a program to meet the needs of youth with learning disabilities in their community.

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Career Counseling For Young People With Physical Disabilities: An Introduction To *Thresholds*

M. Jamieson & J. Paterson

Overview

For a number of years, studies have reported that people with disabilities have lower work force participation rates than the general public (Siegel, Robert, Waxman, & Gaylord-Ross, 1992). Since work is highly valued in our society, scholars have been interested in determining why this is so. They have suggested that one factor is a lack of transitional, vocational programs for young people with disabilities and experts have recommended creating programs based on the unique characteristics and needs of the target population. *Thresholds* is one such program, developed to meet the transitional and vocational needs of young people with physical disabilities.

Discussion

Before leaving high school and entering the world of work or other post-secondary settings, young people with physical disabilities must master a number of career developmental tasks in relation to their disabilities. Practitioners and researchers have suggested that many aspects of Super's "life-career rainbow" are applicable to young people with disabilities (Hershenson & Szymanski, 1992). Super (1990) has combined situational and personal determinants with life-roles and life-stages to explain career development across the life-span. During the school-to-work transition, most young people have entered Super's exploration stage, which fosters the exploration of personal characteristics and career opportunities. As career opportunities and realities are clarified, young people make tentative career selections, test them through fantasy, discussions, and/or work experiences, and consider them as possible life-roles.

Many potential barriers exist for young people with disabilities (Karge, Patton, & de la Garza, 1992; Marlett, 1987; Roessler, Brolin, & Johnson, 1992). For example, these young people may not obtain the same amount or variety of pre-vocational work experiences; they may lack training in basic skills such as job search, job maintenance, mobility/transportation, and self-advocacy skills; schools and other career counseling agencies may lack specialized personnel; society may have lower performance expectations for them. Unless vocational programs incorporate activities that examine the concept of disability, and the accompanying barriers, they will not prepare people with disabilities to enter and succeed in the work world.

Thresholds

Thresholds (Jamieson, Paterson, Krupa, MacEachen, & Topping, 1993) is designed to enhance career development for young people with physical disabilities. Physical disability is defined as a restriction to perform communication, personal care, locomotor and/or bodily activities in a manner or within the range considered normal for a person (World Health Organization, 1980). The severity of the restriction produces observable performance difficulties, which may be augmented by aids, appliances, and/or another person. *Thresholds* is intended for qualified facilitators working with 15-18 year old adolescents with physical disabilities, who have just begun exploring who they are and how they fit into the world of work. This program provides an initial step to career exploration— it is not a job search.

Thresholds: The Program

Thresholds has three parts: In Part A, participants reflect on their interests, capabilities, and values, and then practice communicating these personal characteristics to others. In addition, they examine ways in which people with disabilities have successfully bridged the gap between school and career. In Part B, young people explore the world of work. They formulate questions to investigate specific careers, determine if these careers meet their personal needs and directions, test their questions in a mock interview, refine them, and try them out in a formal interview. In Part C, participants examine barriers to career success. They identify their own barriers and contemplate strategies to overcome them. They also consider ways in which other people with disabilities have confronted career barriers. Finally, they revise their personal plans for addressing barriers and formalize action plans to achieve their career goals.

Thresholds includes 12 sessions of 80 minutes each and consists of group and individual activities. The facilitator, who may be a teacher, career counselor, occupational therapist, or social worker, leads the participants through the activities. The program is detailed in a facilitator's guide and a participant's handbook (grade 7 reading level).

Facilitator Characteristics

In order to implement *Thresholds* successfully, facilitators require a number of attributes. Consider the following points:

- People with disabilities often face barriers that negatively affect their self-concept, self-esteem, and self-efficacy. Recognizing the true potential of persons with disabilities and appreciating the possible effects of frequent, negative experiences can help to minimize the impact.
- Counselor attitudes can influence their clients. Examining personal and professional attitudes towards disability and persons with disabilities could benefit facilitators.
- Over the last two or three decades, persons with disabilities have challenged society's perceptions of them. The challenges have encouraged members of society to change their attitudes and expectations. Facilitators should be aware of this history and be sensitive to the need for further social action.
- Participation of people with disabilities in the labor force is low. Therefore, knowledge both of the realities of the world of work and the factors that influence young people with physical disabilities is important.

Field Testing

Thresholds was based on a needs assessment and was field tested in two urban settings. In the first field test, a social worker and a vocational counselor guided three males and five females (ages 14-18) through the program. In the second test, two career counselors worked with 10 males (ages 15-18). Pretest-posttest differences in the first setting showed a significant improvement in vocational decision-making abilities. In the second setting, significant improvements in vocational decision-making abilities and self-appraisal skills were also observed. Participants in the first test had a poor understanding of career decision-making strategies, but a good understanding of who they were prior to entering the program. In the second setting, participants had limited understandings in both areas. Therefore, the initial characteristics of the participants seemed critical in determining whether or not notable improvement would occur.

Conclusion

Thresholds is a transitional, vocational program for young people with physical disabilities which facilitates self-understanding, career understanding, decision-making, and self-advocacy. Its focus is on young people who have just begun exploring the world of work and their future in it. Field tests confirm its value as a career development program. *Thresholds*, together with other vocational programs, should help young people with physical disabilities develop the attitudes, knowledge, and skills necessary to participate successfully in the work force.

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Career Counseling with Street Youth

Dave E. Redekopp, Barrie Day & Kris Magnusson

Overview

A variety of programs have attempted to address the career development needs of street youth (i.e., 16–24 year olds who generally have no fixed address, minimal or no formal social support, and who usually support themselves through street activities such as prostitution, theft, drug dealing, and the like). However, in our review of the literature, it became apparent that no single program addressed the varied needs of these young people. In response to this gap in services, we designed a model for a relatively unstructured "program," flexible enough to adjust to meet the changing needs of youth. This model was the basis for *Skills Plus*, a pre–employability program for street youth. The core features of the model and program are described below.

Hierarchy of Self–Directed Adaptation

Career development programs are designed to help individuals make transitions from one context to another (e.g., school to work, one job to another job, street to work). It is generally assumed that clients' inability to adapt to a new environment prompts them to enter transition programs. In general terms, the desired outcome of these programs is client adaptability within the new environment.

As clients move from very low adaptability to very high adaptability, *the interventions used to assist them need to change*. The "hierarchy of self–directed adaptation" (Magnusson, Day, & Redekopp, 1988), partially illustrated in Figure 1 and described below, is our attempt to show the continuum of these interventions.

1. *Intensive Support*. At the beginning of a transition, individuals may lack the resources or capability to take independent action, and often need someone to serve as a direct advocate on their behalf. Such intensive support is usually directive, and involves doing things *for* the clients (e.g., attending to safety concerns, making phone calls). Intensive support is usually conducted on a one–to–one basis and helps to develop trust between the client and the intervenor. It allows the client to become more comfortable with the transition process. With some clients, this phases lasts only a few minutes; with street kids, 3–5 weeks is the norm.

2. *Advising/Guiding*. As clients become acquainted with the demands of the transition, one–to–one assistance continues but becomes more non–directive and less advocacy–based. This "advising/guiding" is what most people think of as the typical function of the career/personal counselor. Clients begin to work on self–management skills, the prerequisites for any transition.

3. *Coaching*. As the client becomes more adaptable, particularly with regard to the essentials of self–management, coaching (small group facilitation) is introduced. The coaching intervention allows the client to interact with others (the context in which most self–management skills are necessary) while still having the luxury of personal assistance when necessary. Coaching develops the client's self–management capabilities, and begins to work on personal/career development issues.

The above three levels of intervention attend to the development of skills and attitudes that are prerequisites for formal instructional settings.

4. *Formal Instruction*. Formal instruction enhances specific transition skills and usually occurs in large group settings. It becomes an appropriate and cost–effective intervention when the client's self–management skills are relatively strong, thus enabling the intervenor to focus on specific skills needed for the transition (e.g., job–specific skills).

5. *Consulting*. Clients who have acquired specific skills during "formal instruction" will occasionally stumble or hesitate as they implement these skills in real life. The consulting intervention recognizes this by encouraging the client to return to the intervenor for check–ups, encouragement, or validation. For example, someone who learns résumé writing skills may return after drafting a new résumé to have it checked by the intervenor.

6. *Self–Help*. As the client becomes comfortable applying his or her skills in the transition environment (e.g., a job, academic upgrading as a post–secondary student), the role of the intervenor changes markedly. Clients help themselves by reading, talking with colleagues, going to seminars, and the like. The role of the intervenor becomes one of providing access to, or information about, resources for clients.

7. *Personal Innovation.* As individuals "master" their new environments, they begin to create their own learning mechanisms. This may include experimenting with new strategies/tactics, teaching others, or mentoring others. This requires extremely high adaptability—here individuals create new practices and concepts to alter their environment. The role of the intervenor at this level is one of providing encouragement, support, and feedback.

Skills Plus

The 16 week *Skills Plus* program for street youth follows the above hierarchy from intensive support to coaching, with only the occasional formal instruction. Our intention was to help street youth develop the prerequisite skills for formal instruction in other locations (e.g., back to school, post-secondary, job-specific training) or for immediate entry-level employment.

The first several weeks of the program were devoted to intensive support. Youth met the counselors individually on roughly a daily basis. The counselors' primary goals at this stage were to develop trust and encourage motivation for the transition. Although intensive support is costly, it paid off in client commitment and a very low drop-out rate.

The amount of time devoted to intensive support was different for each young person. Some required only an hour, whereas some needed daily meetings for 5 weeks. Those who were ready, immediately moved to advising/guiding; those who were not, received intensive support as long as they needed it. On average, most street clients were ready for advising/guiding by the third or fourth week.

Coaching began as soon as two or more clients were ready for this intervention; the coaching was entirely client-driven. For example, during a session the clients spoke of the difficulty in cashing checks without proper identification. They felt like non-entities without a driver's license. The counselors took this as an opportunity to build self-esteem,explore learning strategies, and meet immediate needs. They began teaching driver skills so that clients could get their "beginner's permits" and have identification. Similarly, if clients expressed anger during a session, the session would focus on "anger management."

Complementing the counselors was a group of "advocates" who had been trained to work part-time with the street youth in *Skills Plus*. Advocates were individuals familiar with street life due to prior experiences, but who had worked through their own personal issues. The advocates assisted at all three intervention levels, helped recruit clients, participated in a "triadic counseling" method (a method for increasing communication which uses either two clients and one counselor or advocate, or an advocate, client and counselor) and helped clients develop Self-Portraits (see Redekopp, Day, & Magnusson, 1995).

Outcomes

The ability of *Skills Plus* to meet client needs as they emerged resulted in high commitment to the program. Clients who stayed with the program past the first one or two intensive support sessions generally completed the program. These clients had far more needs than we anticipated (and we were anticipating the worst); therefore, 16 weeks often afforded only enough time to deal with basic living needs. For example, one young prostitute with an infant effectively made the transition from prostitute to "talking dirty over the phone." This may not seem like a big leap, but it helped reach a number of goals: safety for her baby; improved care for her baby; reasonable cash flow; improved safety for the mother (i.e., avoiding abusive pimps); and stable living environment with a support network. This woman obviously did not make the transition to a "normal" working environment, but at least she could more easily effect that transition when ready.

Conclusion

Many of the *Skills Plus* successes were similar to the above. Although a majority of the youth returned to school, obtained further training, or found employment, these seemed to be less significant than the transitions to better support systems, better living conditions, better communities, and better self-care.

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Adaptability Level	Intervention
Exceedingly High	Personal Innovation
Very High	Self-Help
High	Consulting
Moderate	Formal Instruction
Low	Coaching
Very Low	Advising/Guiding
Exceedingly Low	Intensive Support

Figure 1: Hierarchy of Self-Directed Adaptation

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Counseling Young Offenders for Rehabilitation and Employment: The Problem and Promise

Donald S. Campbell

Overview

Canadian counselors working with young offenders confront at least two problems that interfere with effective intervention: a trend toward increased incarceration and public confusion and mistrust over approaches to reducing crime.

Trends

Although crime in Canada is on the decline, changes in police practices have resulted in increased reporting of crime among the young, giving the perception of an upward trend. The tendencies are now to report offending activities which were once considered minor and were dealt with outside the justice system, to put more youth in custody, and to favor punishment and deterrence rather than leniency and rehabilitation (John Howard Society of Ontario, 1994).

Two forces direct the trend toward punishment and away from rehabilitation: the public's increasing fear of youth crimes and the program evaluation research published in the 1970s which fostered the belief that "nothing works" to change criminal behavior. The trend is unfortunate because it is shortsighted, largely fear-induced, and it ignores a growing body of research confirming different observations (Henggeler, 1989; John Howard Society of Ontario, 1994; Leschied, Jaffe, & Willis, 1991).

- The majority of non-incarcerated, first-time young offenders do not re-offend.
- Once incarcerated, the likelihood of re-offending increases.
- The most promising rehabilitation takes place in the community and in the home.
- There are few rehabilitation programs available for youth once they are incarcerated. Fewer still appear to work.
- No one program will be appropriate for all delinquent youth, but some do show promise. Generally, such programs teach concrete skills, address psychological and learning deficiencies, are built on sound instructional principles, are of significant duration, and are multi-faceted.

Confusion Of Purposes

Counselors and educators of young offenders and other at-risk youth need to be aware of how various orientations carry different, and sometimes opposing, beliefs and assumptions which create confusion over prevention and intervention practices in community and school. Four primary models are evident (Reid-MacNevin, 1991):

1. *Societal change model.* Youth crime is a product of society and its institutions (family, community, school) and is beyond the control of the individual. Intervention in this model addresses issues of poverty and inequity in the community rather than "correcting" the individual.

2. *Welfare model.* The young offender is assumed to be have psycho/social deficiencies that cause offending behavior. Intervention provides appropriate therapy to rehabilitate the individual.

3. *Justice model.* Society must be protected from offenders. Individuals committing crimes of their own free will, must be held responsible, and pay the penalty set by society under due process.

4. *Crime-control model.* Societal order is maintained through laws that punish wrong doing, achieve retribution through punishment, and deter criminality by threat of punishment. Youth are no exception.

The Promise: An Alternative Perspective

Research over the past decade offers renewed promise for counseling interventions that prepare young offenders to be productive members of society. Programs typically stress the prevention of behaviors that lead to re-offending. Most behaviors and attitudes don't directly lead to successful employment, however, they can be thought of as preparatory. Research is demonstrating what works and also what leads to failure (Henggeler, 1989; Quay, 1987):

- "Quick fix" programs do not work. Programs must be offered over months, not weeks, and of sufficient intensity to change entrenched behaviors and attitudes. Follow-up "booster" sessions contribute to program effectiveness.
- Programs that employ single aims or strategies do

not work. Youth offending has no single cause and the young offender population is far from homogeneous.

· Successful programs are multi-faceted. They use multiple strategies (e.g., skills, problem-solving, self-monitoring, aggression control), have multiple targets (e.g., individual, peers and home), and have multiple specific goals that typically generalize over time and across settings.

· Program effects can be missed; programs may be labeled as "failures" if evaluation is faulty. Simplistic evaluation designs and unreliable criteria (e.g., recidivism) cannot address the complexity of short-term and long-range outcomes.

· Programs do not work when those who offer them do not believe in their efficacy. Successful programs can fail because of cynicism among those who implement and administer them.

· Lack of program fidelity is a common cause of failure. Successful programs are often complex, a reflection of the complex causes of youth offending. If they are not delivered as designed and those implementing them are not well trained, successful programs can fail.

Sample programs

Effective programs for young offenders and other at-risk youth typically take place in the community (e.g., schools, open-custody residences, group homes, social agencies). The following examples represent the types of promising programs being applied in Canada. All are multi-faceted, intensive, relatively long-term, and systematically evaluated. They do not have a specific career focus, but go beyond simply finding jobs for at-risk or offending youth. These programs address skill training both in preparation for work and in job maintenance.

· *The BreakAway Company* (Campbell, Pharand, Serff, & Williams, 1994) is a highly structured, 12-week program for residential or school use, based on cognitive-behavioral instruction principles. It simulates a work place in which students are treated as "employees" and group identity is fostered. The teacher/counselor is their "supervisor." they receive a token salary and bonuses, negotiate contracts, work cooperatively, receive information through Company memos, attend staff meetings, and do job shadowing and short-term placements. The Company "products" are reflected in its objectives: discovering one's own abilities and job-related skills, and learning cognitive-behavioral strategies that address problem-solving, interpersonal relations, and aggression control.

Evaluation of the program over two years indicates that most students learn the strategies and apply them in various settings. In six to eight month follow-up interviews, participants reported such observations as: "You just stop and think before you do everything now. It's just natural now..."; "Now I think out problems in slow motion."; "I learned how to control my anger.. [I] think about it, sit down, and say, 'Look what you're doing wrong'."

· *Multisystemic treatment* (Henggeler & Borduin, 1989) is a two to four month community-based program that addresses the causes of delinquency. The focus is on the family system as the center of a network that includes siblings, peers, and school. Emphasis is on preserving the family and developing effective social-cognitive skills.

· *Aggression Replacement Training* (Goldstein, Glick, Irwin, Pask-McCartney, & Rubama, 1989) is a 10 week program emphasizing aggression control, moral reasoning, and prosocial behavior among young offenders (both in custody and on release) and their families.

Conclusion

Research during the past decade is beginning to show clearly that programs for young offenders and other at-risk youth can work if they are built on principles that lead to effective behavior and attitude change. The task is not easy. There are no short-term solutions, nor will any single program likely address all aspects of the problem. Counselors and educators must have available a repertoire of programs that meet individual and group needs.

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Older Workers In Transition

Lisa Avedon

Overview

Many older workers today are perplexed and dismayed by the swift and dramatic changes occurring in the work place. For most of their adult lives, they have functioned successfully in stable work environments where they anticipated holding their jobs until retirement. These older workers are discovering that they may not achieve their dreams of spending the last years of their work lives productively and they may not achieve financially independent retirement. They are also unsure of their ability to cope with the ensuing difficulties. For counselors, finding ways to help older workers presents a dilemma because older workers have not traditionally been part of their clientele. Counselors quickly become aware both of the obstacles older workers face and the difficulties in finding and accessing services which could result in successful transitions for older workers.

Older workers who are in transition - either within the workplace or being displaced from the workplace - require services which are geared to their unique needs. These include counseling; valid, meaningful, and reliable support services; and learning programs which will enhance workers' abilities to cope with the changes they must make in their lives.

Background

Mature workers have been important partners with Canadian industry. However, in the last 15 years, they have often found themselves outside of the plant gates wondering what happened, or still inside, but anticipating dramatic workplace changes that threaten their job security. Plant closures, downsizings, restructuring, new technologies, international trade agreements, ecological concerns, changing demographics, have affected the Canadian workforce. Workers in their 40's and older are particularly affected. While some older workers may be able to leave the workforce voluntarily by taking advantage of early retirement, most do not have the financial resources to do so, nor can the economy afford for them to retire early. By the year 2000, 35% of the workforce will be 45 years of age or older (CLFDB, 1993), making the future issues of the older worker more pronounced.

Older workers were encouraged a generation ago to enter the workforce by leaving school at 16 or by immigrating to Canada. Now they find themselves competing for jobs in work environments that are often dramatically different from those they have experienced. The characteristics that employers sought so eagerly in the past — stability, working independently, and the willingness and ability to follow instructions precisely - have been replaced by different priorities: coping with constant change, teamwork, continuous learning, and technological skills which were unknown a generation ago. The requirements of changing technology and economy are obstacles to the employment of older workers because they lack the formal educational requirements (Ontario Ministry of Labour, 1993) and employers lack the willingness to train them (David, 1993).

At the same time, we have recognized the inadequacy of programs for older workers. Few employers provide career counseling for employees. If help is provided to workers who are being displaced, it is usually confined to job-search workshops. The Canadian Labour Market Productivity Centre (1989) emphasized the importance of providing accessible, timely, and appropriate counseling for older workers, and of ensuring that they are well integrated with other services and then evaluated according to outcomes. Of 13 recommendations to the federal government, three addressed counseling, and five mentioned support services. A follow-up report, in reviewing the federal government's responses to the recommendations, noted that while a few improvements had been made, much more could and should be done (Canadian Labour Force Development Board, 1993).

A Possible Solution

The Adjustment Advisory Program of the Ontario Training and Adjustment Board (OTAB), working with other levels of government, employers, and community organizations, has provided assistance to workers in plant closures, downsizings, and other job threats. Since a large proportion of older workers have been affected, their needs are emphasized in the counseling and support services which are provided, resulting in a placement rate which is dramatically higher than usually experienced by older workers. The following are the essential components of these services:

Counseling issues—"Stable" workers have had virtually no contact with the helping professions, are not experienced in reflecting on their job skills, are likely to resist change, and may feel traumatized by what is happening around them (Avedon, 1991). They may be enduring what Schlossberg and Robinson (1993) call "non-events"— expectations that should come to pass but do not. In this case, they expect to be continuing the same work they have been doing for years and retiring from what they consider to be "their jobs." Counseling is provided individually and in groups. Group counseling is important for emotional support and for learning from one another's experiences.

Accessibility—"Action centers" are established within plants, in trailers or other buildings on the grounds, in union halls, or in store fronts. The action centers are the focal points of all services and their schedules correspond to those of the workers'. Centers offer "one-stop" information, counseling and, where feasible, training. Staff usually include peer "helpers," (identified by fellow workers) counselors, ESL, English or French literacy instructors, placement personnel, and skill-training instructors. Services are provided in a worker's first language when possible.

On-going assessment — In addition to the usual assessment procedures, workers are continuously assessed on an informal basis since their needs change throughout the transition process. Initially, program staff provide informal assessments by walking around the plant and chatting with workers in the cafeteria. These are invaluable in developing understanding of the work environment, workers' duties and relationships, and the corporate culture, all of which influence the transition process.

Training of service providers — All those involved in the process are considered links in it and become involved in learning about the various parts of the services as issues arise. This includes company personnel, committees, and action center staff, including peer helpers and clerical staff.

Training —Older workers learn best when training approaches are consistent with workers' learning styles (Rosen & Jerdee, 1989). Step-by-step approaches, which result in positive learning experiences, encourage older workers to believe in their ability to continue learning (Avedon, 1991). In plant closures and downsizings, initializing training during the notice period enables older workers to make transitions into learning situations while they are still employed. If their learning experiences are positive they are more likely to continue training after termination.

Community involvement — Community partners are also critical to the process since a strong network will add to the services provided by the action center. These services include: training information, job opportunities, family counseling and longer-term assistance. Linkages to community services are important since older workers move through the transition process at their own pace and in their own way.

Conclusion

It is possible to help older workers make effective transitions. This requires providing appropriate counseling and support services in an accessible and timely manner, with an awareness of all of the necessary linkages. Both business and government must begin to develop policies that will break down existing barriers and recognize that older workers continue to be important to the economy. We need to do this before the retention and retraining of older workers becomes an even greater issue (Lefkowich, 1992).

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Women and Work-Place Stress

Bonita C. Long

Overview

North American women have joined the paid work force in record numbers and much-needed attention is now focused on the effect employment has on women's well-being (Long & Kahn, 1993). Until recently, theories and research about job stress have been directed primarily at men's experiences, as a result, women's experiences of stress have remained relatively unexplored.

The conceptual literature on stress suggests that working women are prone to the same stressors experienced by working men. Yet, women are also confronted with potentially unique stressors such as discrimination, stereotyping, social isolation, and work/home conflicts. In addition, taking care of children and aging parents continues to be a source of stress for women who work outside the home (Repetti, Matthews, & Waldron, 1989).

Even though women in the paid work force face numerous stressors, the conventional wisdom that work is necessarily harmful to women has not been proven. Repetti et al. (1989) found little evidence to support a global relationship between paid employment and either mental or physical health in women. Instead, they found that paid employment had clearly beneficial health effects for some women and clearly detrimental effects on others. These effects depended on the characteristics of the individual woman, her family situation, and the properties of her job:

- Employment contributes to greater health benefits for unmarried women than for married women.
- For married women, employment has more health benefits if their husbands participate more in house hold labor.
- Employment has beneficial effects when there is a match between a woman's desire for employment and her employment status.
- Job characteristics such as heavy demands and low control increase health risks.
- Some women derive greater satisfaction from employment roles than from traditional roles as wife, mother, and community volunteer.
- Work relationships that provide social support appear to improve health.

Obviously, the global conclusion that employment is inherently harmful to women in unwarranted. Employed women experience a multitude of work-related stressors, yet they appear to be better off than women who are not employed. Although multiple roles for women produce a number of benefits, certain work conditions are deleterious to women's well-being (Repetti et al., 1989).

Sex Segregation as a Source of Stress

While women's work-force participation has doubled in the last 25-30 years, most women are still employed in a limited number of occupations, performing labor different from the kind of labor performed by men. For example, while 6 out of every 10 women are in the paid labor force, 58% of Canadian women work in clerical, sales, or service occupations. Men are employed in a wider range of jobs and more frequently hold higher paying jobs (Statistics Canada, 1990). Sex segregation of work roles creates further stressors unique to women. For example, secretaries, waitresses, and nurses experience high demands, but receive limited autonomy and low pay. Routine, bureaucratic work is common in female dominated jobs (e.g., clerical work). In addition, women in jobs that remain male-dominated often experience social isolation—a situation that limits women's opportunities for social support. Although women are joining the paid work force in record numbers and are moving into men's occupations, men are not moving into women's occupations. Until women's work is valued as much as men's work, this imbalance is unlikely to change.

Barriers to Career Progress as Stressors

Another important stressor for employed women is the lack of career progress. While this is a potential stressor for all employees, it is particularly problematic for women because they are clustered in the lower levels of the hierarchy. For example, women hold only 2% of senior management positions and only 5% of corporate board positions (Friedman, 1988). An explanation for this finding is that stereotypes and biases of male decision-makers prevent women's career advancement. The barrier formed by these biases has been referred to as the "glass ceiling."

The well-known Framingham Heart Study showed that women's health may be jeopardized by such barriers (Haynes & Feinleib, 1980). One of the major predictors of coronary heart disease among female clerical workers was decreased job mobility. Furthermore, women reported more job changes but fewer promotions than did men, indicating that their upward mobility may be severely constrained.

If barriers to career progress are related to decision-making processes—and there is evidence that managers use decision models that systematically discriminate against women (Hitt & Barr, 1989)— then programs need to be developed that focus on the decision-making behaviors of male managers. Education is another way to decrease occupational segregation. Thus, organizations can encourage continued education through such means as tuition refund programs and flexible work schedules (Nelson & Hitt, 1992).

Addressing Women's Work-Place Stress

While organizations recognize the costs of stress to women, researchers and authors have suggested a wide range of strategies aimed at preventing or eliminating women's experience of work stress. The suggestions range from individually focused actions to broad based organizational policy changes (Freedman & Phillips, 1988; Nelson & Hitt, 1992). These include the following:

- Promote equity in pay and benefits for women.
- Promote benefit programs of special interest to women.
- Eliminate occupational segregation.
- Produce a bias-free job evaluation program.
- Provide equal starting salaries for jobs of equal value.
- Support educational opportunities for women.
- Educate men regarding importance of sharing responsibilities outside of work.
- Provide parental leave, day care, and alternative work scheduling as resources for preventing stress.
- Provide more job flexibility for women and men to better manage work home conflicts.
- Promote childcare and eldercare options in the community or the organization.
- Support programs to educate and develop skills among women for managing and controlling organizational politics.

Conclusion

In recent years much has been learned about the unique stressors which employed women experience, as well as some of the health-related outcomes resulting from these stressors. Policies and programs need to be developed that are preventive in focus in order for women to maximize their career potential, and thus allow organizations to benefit from the rich resources that women bring to the work force.

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1995
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The Social and Labor Market Integration of At-Risk Youth

Diane Lord, Jean-Guy Ouellette & Réal Allard

Overview

Social and labor market integration represents a considerable challenge for youth in general and an even greater challenge for at-risk youth. Indeed, youth who have experienced numerous difficulties in personal and social development encounter significant obstacles integrating themselves into society and into the labor market. Ouellette and Doucet (1991) observed that the personal, social, educational, and vocational characteristics of at-risk youth resembled traits in individuals exhibiting weak personal and vocational identities which could contribute to integration difficulties of at-risk youth. This led to the development of a model of the factors contributing to social and labor market integration and a program to develop personal and vocational identity.

The Model

Our model of social and labor market integration consists of three main dimensions:

1. Psychovocational dimension: This is the heart of the model and consists primarily of: personal identity - Erikson's (1980) first six stages (trust, autonomy, initiative, industry, identity, and intimacy); vocational identity - Havighurst's (1964) first four stages (identification with a worker, development of basic work habits, development of an identity as a worker, and becoming a productive person).

2. Sociopsychological dimension: It subsumes the psychovocational dimension and consists of family, peers, school, work, and media networks.

3. Sociological dimension: It subsumes the sociopsychological dimension and consists of economic, political, cultural, geographic, and demographic factors (Allard & Ouellette, in press).

The model was verified, via focus-group interviews, by professionals working with at-risk youth, by employers who employ these youth, and by individual interviews with a sample of at-risk youth (Allard & Ouellette, 1994).

The Program

Development and Description

The program helps at-risk youth acquire knowledge, attitudes, and skills which lead to the development of positive, personal, and vocational identities, and which foster a social and labor market integration perspective. The program, entitled *"Programme de développement de l'identité personnelle et professionnelle"* (Program for the Development of Personal Identity and Vocational Identity), consists of the following:

- The Info-Guide - a brief overview of the program.
- Volume I - *Identité personnelle* (Personal Identity) - an introduction and six modules pertaining to personal identity.
- Volume II - *Identité professionnelle* (Vocational Identity) - four modules on vocational identity and one aimed at post-program transition.

The 12 modules are divided into 59 sub-modules and 98 experiential learning activities. The program is offered over a period of 15 weeks, 3 of which offer work experiences in the community. Individual interviews and visits to institutions and industries complete the program. Three examples of activities drawn from the program are presented below:

1. I Affirm my Individuality before the Group (from Module 6: Identity). Participants identify five personal characteristics which differentiate them from others and which are not well-known by other group members. Participants then rank their characteristics according to the degree of difficulty in sharing them with the group. Participants then share their characteristics with the group. Group members may or may not participate on any given turn. Participants conclude the activity by sharing feelings and reactions concerning the inability to identify and express individuality.

2. My Self-image as a Future Worker (from Module 10: Identity as Worker). Participants are invited to see themselves as future workers during a counselor-guided visualization. Group members then depict their image of self-as-future-worker in a drawing or collage. Finally, they compare their current image of self-as-worker (which they prepared in a previous activity) to their image of self-as-future-worker.

3. A Look Towards the Horizon (from Module 12: Integration and Transition). In this activity, participants identify their feelings about what awaits them at the conclusion of the program by drawing facial expressions and

by writing words on a poster. This sharing of feelings allows participants to realize that people react differently to anticipated situations and circumstances.

Experimentation and Evaluation

The program was used with 16-19 year old at-risk youth and with 19-24 year olds who were experiencing significant difficulties with social and labor market integration. There were two pilot tests to obtain reactions to and evaluation of each of the experiential learning activities in the program. Following each field trial, investigators modified the program to address areas of concern. This led to a second version of the program, which was used in a controlled outcome study involving two no-treatment control groups and two experimental groups. The results and feedback from this last evaluation led to the programs final version.

Both quantitative and qualitative data were collected to address the level of participation during the activities, participant retention, general knowledge on the components experienced, personal identity, vocational identity, and general comments concerning the program's content and process. Overall, the results indicate that the program has merit for use with at-risk youth (Ouellette & Doucet, 1993, 1994). Participants who complete the program improve their personal and vocational identities. The combined effects of what is learned both in the modules and the practical experiences in a work setting allow participants to identify personal and vocational goals and, consequently, to prepare for some of the realities of life and work. Some participant comments upon completion of the program attest to its effectiveness:

· "The program made it possible for me to find a job. I became the first person in three generations in my family to get off welfare."

· "Sometimes, we feel like dropping everything ..... especially studies. But while following this program, I became aware of the fact that I have to complete high school. And that's what I'll do ... go all the way to get my diploma."

· "This program provided me with a lot of encouragement and really built up my self-confidence. I know now that I have a place in society if I forge ahead and realize my goals and my dreams."

Limitations

The program had some limitations. Youth experiencing serious personal difficulties, which require therapy, were not successful in the program. However, the program was never intended as a group therapy program. Also, for the program to succeed counselors had to possess certain knowledge, skills, and attitudes. To meet this requirement, a training course was prepared covering the following content: characteristics and environments of at-risk youth, difficulties encountered by these youth in their integration attempt; realities of the labor market; Erikson's conception of personal identity; Havighurst's conception of vocational identity; the content and structure of the program; participant selection criteria and modalities for program delivery; attitudes, beliefs, and skills essential for counselors working with at-risk youth; experiential pedagogy; crisis intervention skills, a review of group work; and individual and group counseling skills.

Conclusion

This project made it possible to better understand the complexity of social and labor market integration of at-risk youth in New Brunswick. The multitude of personal and external obstacles encountered by these youth led to a program which heightened personal and vocational identities and thus enhanced participants' chances for successful integration. An extensive evaluation of the program confirmed its merits and its pertinence for at-risk youth.

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Counseling Career Drifters

Mildred Cahill & Sandra Martland

Overview

Persistent career change is generally seen as negative. However, today's economic reality may force counselors to look differently at clients who move from job to job. Our study of self-acknowledged career drifters in Newfoundland and Labrador suggests that some people have good reasons for making frequent job changes. It also tells us that there are different types of drifters. This paper summarizes our three-year study of career drifters and it explores the implications for career counseling.

Discussion

Although business and government promote flexibility and adaptability for employees, career counselors often aim to place a person in a single occupation. Frequent occupational change is considered by many to be undesirable (Jarvis, 1990). At the same time, economic change has prompted a shift to less secure working arrangements (Krahn, 1991) and an environment where career change is the norm rather than the exception (Ross & Shillington, 1991).

Our work has defined drifters as individuals who have

- completed high school
- been out of secondary school for a minimum of 4 years
- made at least three voluntary changes in either post secondary courses, jobs, or a combination of the two, within a maximum of 10 years after graduating from high school.

The literature suggests there are five types of career drifters:

1. *Personal/Psychological Drifters*, Hartman, Fuqua, and Jenkins (1986) identify three subgroups:

- Chronically indecisive people with underlying psychological problems that inhibit their ability to make life decisions or persevere in a chosen course.
- Developmentally undecided individuals who have little knowledge of self or low self-esteem.
- Career-undecided people who have had no opportunity to develop the skills needed to make career decisions.

2. *Drifters by Necessity*. This group of people include those who have made a career choice, but are prevented from implementing it due to economic circumstances. They may live in areas of high unemployment and often travel to more lucrative job markets elsewhere, but return to work at home or to receive unemployment benefits (House, White, & Ripley, 1989). They may also stay in their home community working at temporary jobs or in the informal labor market (e.g., building one's home, gathering and producing food, or working for barter).

3. *Drifters by Occupation*. This group includes people working in unstable occupations, including cyclical sectors such as construction and mining, or occupations with high turnover, including self-employment.

4. *Multipotentialed Drifters*. These people remain indecisive about their careers because they are unwilling to sacrifice any viable option (Pask-McCartney & Salamone, 1988). Having too many options may seem a minor problem, but to some the idea of committing to a narrow path provokes great anxiety.

5. *Questers*. Questers take social risks in order to achieve success as defined by themselves rather than society. Rather than following a linear career path, these people make frequent changes in various directions. Driven mainly by intrinsic rewards, they often make as many lateral moves as upward ones, and sometime change to jobs that would be considered less prestigious or lower-paying than those they have held earlier (Kanchier & Unruh, 1988).

Drifters in Canada

Our work explored personal aspirations, meaning of work, influence of community and family, level of dependency, quester characteristics, person/environment congruency, experience with work, and self-efficacy. There were 85 self-acknowledged drifters, more than half from rural communities. Their drifting patterns revolved around three prominent themes:

1. *Meaning of Work*. A large majority felt anxious about making career decisions and seeking a job. Although many admitted they sometimes worried about making decisions in general, the incidence and level of anxiety was higher for career decision. The high levels of anxiety, especially about finding a job, may reflect high un-

employment rates and unstable working arrangements.

2. *Personal Aspirations*. People falling into this category were more career undecided than indecisive. While more than three-quarters of respondents felt it was important to have decided on a career path upon high school graduation, slightly more than half felt no personal failure for not completing post-secondary courses. This suggests that many people may be using college and university programs for career exploration.

3. *Quester Characteristics*. Many of our drifters were risk-takers who felt self-confident. They were willing to leave a job for further education without having assurance of employment afterward.

Community and family influences (including educational level of parents), work experiences of the subjects, level of dependency, self-efficacy, and person-environment congruence did not prove to be as useful in explaining the drifting patterns. Instead, drifting seemed to be related either to the lack of stable occupational opportunities, to inadequate exposure of the individual to a wide range of educational and occupational options, or to a personal desire for a more satisfying career.

Implications for Counselors

The transition to an information-based global economy produces more occupational variables than were found in the industrial era. This has several implications for career counseling:

1. There is no assurance that an occupation will continue to exist throughout one's working life or that it will not radically change. Counseling must prepare clients for the likelihood of multiple occupational moves and help clients to accept the legitimacy of lateral and even downward occupational changes, as well as transitions into and out of the labor market.

2. As low-skilled service and technical jobs make up a growing proportion of employment opportunities, it is likely that paid work will not be the principal way in which many people achieve their life goals. This will require a shift in emphasis for career counseling towards recognizing that various life roles provide career anchors (Schein, 1978).

3. Rational decision-making skills are likely to be less effective and less important in the more complex global environment. Counselors will have to emphasize skills that are more appropriate: flexibility, adaptability, opportunity identification, and management of change. They must help people prepare to act on unforeseen opportunities and cope with unforeseen disruptions.

Conclusion

It is clear from our work that people who make frequent career changes are not psychologically unbalanced or are lacking career maturity. Some may have high levels of career and job anxiety suggesting the need for counseling services that address both of these personal factors. However, many drifters change courses for positive reasons or as an adaptive strategy to cope with harsh economic conditions. The incorporation of such environmental factors into counseling will require greater attention to economic and sociological issues.

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Project P.O.D.S.

Providing Opportunities for Developing Success

Ron Roberge

Overview

In 1990, as part of a national stay-in-school campaign, the district researched its school dropout rate and confirmed that the figures were consistent with the provincial and national averages: 30-35% of students starting grade 10 did not finish high school (Alexander & McEwin, 1989; Armstrong, 1988). A broad-based task force confirmed that a comprehensive intervention must be developed to reduce the high dropout levels. The Director of Special Education and a Stay-in-School Program Developer proposed a project that would integrate an array of interventions for "at-risk" youth with planned organizational and curricular re-structuring activities at two junior secondary and two elementary schools. The project was called "Providing Opportunities for Developing Success" or PODS.

The project consists of eight "PODS," or groups of fifty-five to sixty students, (two at each participating school) with two teachers assigned to each POD. While the underlying goal was to reduce the dropout rate, the overall objective was to provide more personalized support for all students through programs described in the literature as the "best practices" for responding to students at risk of dropping out (Conrath, 1988; Slavin, 1988). In this way, it was anticipated that meaningful and successful activities would become permanent features of the schools, and would be available to all students in the system.

Program Goals

The main objectives and supporting activities of PODS are as follows:

1. To develop among at-risk students a sense of belonging, identification, and membership within the school community.

2. To develop within at-risk students the ability to demonstrate mastery in endeavors relevant and suitable to their individual needs.

3. To develop with at-risk students the skills necessary to increase their sense of social responsibility.

4. To develop, through a coordinated and planned series of activities, the ability for at-risk students to achieve independence and a higher internal locus of control.

The above objectives constitute key indicators of success for students that are at risk of dropping out of school.

To achieve these objectives, the project was committed to implementing 13 activities, briefly described as follows:

1. Establishing support programs for at-risk youth in the areas of peer tutoring, peer counseling, and peer mentorship.

2. Establishing a conflict resolution and mediation program for at-risk youth.

3. Establishing mechanisms which facilitate access to school governance for at-risk youth in school-home partnerships.

4. Establishing school organizations which are more personalized and learner focused to the social, academic, and personal needs of at-risk youth and their families.

5. Establishing a program which enables at-risk youth to acquire and demonstrate an advanced skill level in non-traditional academic or vocational pursuits.

6. Establishing a formalized process for demonstrating significant skill acquisitions within the school and community.

7. Establishing a program of leadership training for at-risk youth.

8. Establishing mentorship programs aimed at developing career awareness and which enhance the relevance of education.

9. Establishing school and community partnerships in support of at-risk youth.

10. Establishing multi-age peer support networks across grade and school organizations (secondary-elementary).

11. Establishing a support network for parents of at-risk youth.

12. Establishing a series of parent education seminars focusing on the social, emotional, and educational needs of adolescents.

13. Establishing a program of school-community service projects.

Discussion

The unique feature of the PODS project is its comprehensive nature. It is comprehensive across grades, including elementary, intermediate, and secondary schools. It provides services to students within the schools without segregating at-risk students. It encompasses all aspects of the curriculum and seeks to draw together school and community resources on behalf of students. This approach stands in contrast to the majority of dropout interventions which offer special services for the at-risk students, often as alternate programs, and which target students only at the intermediate or secondary level.

Many existing programs provide valuable support for the individuals involved, but they are inadequate in terms of serving the larger school population. Furthermore, such services are often "too little too late" to curb the momentum toward dropping out which often begins in early childhood. For these reasons, it should not be surprising that research results on these programs have failed to produce encouraging overall results. In contrast to earlier methods, the PODS project adopted a comprehensive approach. A wide range of services that are needed by at-risk youth have been identified and blended together in regular integrated school settings. The PODS project reflects the belief in supporting diversity through unity. It embodies the belief that learning takes place within social relationships and a caring environment. Kids learn best in an environment that instills and promotes self-esteem and which provides more personal and caring contact with fewer teachers.

Conclusion

Although PODS is relatively new, there is ample evidence that it is working: from independent evaluations (Neufeld, 1994), internal evaluation reports (Doerksen & Richardson, 1994; PODS Steering Committee, 1994), and documentation in teacher logs. Teachers reported that PODS participants in the peer tutoring program "are some of the best tutors: the most compassionate and most dependable." Students reported that involvement in PODS had a positive effect on self-esteem and social skills, in the words of one student "I learned people skills, how to communicate better and how to work with others." One of the PODS participants went on to become Prime Minister of the student body. A parent survey indicated that 99% of the parents were in favor of the PODS program and 95% of them attributed the success of the program to its comprehensive nature. All 13 activities in the program received similar support. Thus, it is not possible to identify any single activity to account for the success. More likely, the success of the PODS Project lies in its comprehensiveness and its emphasis on personal interaction. In the words of one teacher, "I am strongly supportive of the program. As a teacher, I particularly like the flexibility and the opportunity it gives me to become personally involved with the students."

One further factor contributing to the success of PODS is that it is driven by a dedicated and enthusiastic staff. The staff display a wholesome balance between confidence in the project, optimism for its future, and, on the other hand, a constructive but critical wariness. The ongoing success of PODS is certainly dependent on a spirited and dedicated team of teachers. With the continued commitment of teachers and administrative support PODS will continue to produce positive results.

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Helping Schools With Career Infusion

Garnet Millar

Overview

Infusion is an interesting concept. According to Webster, infusion refers to the act or process of steeping or soaking in water or a substance in order to extract its virtues. The Gage Canadian Dictionary uses the words "permeate," "fill with," and "inspire" to define infusion. Lately, the word infusion has been adapted by career educators to refer to the introduction of career concepts and strategies into the regular curriculum in order to instill relevance and quality to subject matter at school.

The Infusion Approach

The infusion of career development and planning skills into the regular school curriculum is advocated by career leaders. Hiebert (1993), in a theme editorial in *Guidance and Counselling*, calls for an infusion or integration of career concepts across all grade levels and in all subjects. He contends that in addition to providing information about the specific subject matter, teachers may properly discuss the roles of various jobs. Whether the subject is science, health, or mathematics, students must learn that it is natural and important to ask questions about the nature of jobs in which people engage. School counselors can facilitate infusion of career skills by consulting with teachers and by teaching units for/with them. This approach of infusing career information into subject matter will add relevance and interest for young people and, ultimately, will contribute to the establishment of a "Career Development Culture."

Over the years, the author has been involved in a number of studies dealing with the infusion of sets of skills (research, thinking, questioning) into the regular school curriculum, as opposed to teaching these skills separately. These studies (Millar, 1994; Himsl & Millar, 1988) have indicated that the infusion approach to education is best, as long as it is accompanied by professional development or staff training either at the preservice level (university) and/or inservice level (schools). In Alberta, to accomplish this staff training goal, a course entitled "Everyday Career Development" was created to help teachers infuse career skills into their daily teaching activities.

"Everyday Career Development" is a three-day professional development course for secondary school teachers. "Homework" is assigned to enable educators to implement and receive feedback on various strategies. The strategies included in the course largely require an awareness of career development, rather than an entirely new set of duties for teachers. After a field-test of the course, teachers overwhelmingly reported satisfaction and confidence in their ability to implement the ideas in their math, science or English classes. A *Facilitator Guide to Everyday Career Development* (Redekopp, 1994) has been prepared to help local facilitators maintain quality control when delivering the course.

A Method of Infusing Career Skills

Whether they realize it or not, teachers have a strong influence on students' career development. The course "Everyday Career Development," enables them to make a conscious impact on students by using the infusion approach. Teachers learn how to connect activities in the classroom to the events unfolding in the labor market. The ultimate goal of the course is for students to have a smooth transition from school-to-school or school-to-work, assisted by a network of teachers who are infusing career development concepts and strategies into their everyday teaching activities.

The course reference book, *Everyday Career Development - Concepts and Practices* (Participant Guide), (Redekopp, Fiske, Lemon, & Garber - Conrad, 1994) contains six chapters: Chapter 1, provides a perspective of global trends; Chapter 2, provides a view of career development; Chapter 3, provides an overview of career development in the school context; Chapter 4, provides a description of the labor market or work dynamic analysis; Chapter 5, provides specific strategies for helping students build their career; and Chapter 6, provides the learning options for students from three perspectives - high school courses, informal learning events, and learning experiences after high school

In this guide, teachers learn a basic framework for career planning. Briefly, this model examines a process which includes self analysis/re-analysis, learning, and experiences within the contexts of the world and the students' world. The components of this model are described more fully by Redekopp, Day, and Robb (1995).

The course typically is delivered in two, one and one-half day workshops with "homework" in between.

The following "homework" activities are included for the teachers: (a) review the curriculum they teach and describe how it helps students meet the workforce requirements of the new economy; (b) identify their values, beliefs and interests and identify how these are fulfilled in their work and non-work lives; (c) have a class generate a list of activities and skill sets for a job sector related to a subject area.

Teachers can use a variety of methods or strategies to help students gain a better understanding of themselves in relation to the career building process. Some of these are as follows:

- Encourage students to examine and describe their school performance.
- Help students identify competencies used in school performance.
- Encourage students to talk with and observe individuals in a variety of roles.
- Help students connect their enduring visions with "the world."

In addition to infusing career development ideas in career content, teachers are encouraged to implement the ideas incidentally, i.e., make casual comments when they see students in the hall or in class. Parents can also assist by acting as volunteers. For example, in one school a parent, acting as a career technician, used a telephone hotline and interactive video disc to assist students in exploring various career paths.

The Need for Professional Development

In order for teachers and counselors to infuse career development into the curriculum, professional development needs to be provided. Ministries of Education have a responsibility to make professional development happen. The province of Alberta chose to use a partnership model rather than do it alone. Alberta developed a partnership with the provincial teachers' union and a private foundation (the Canadian Guidance and Counselling Foundation) to deliver the inservice. One of the guiding principles of this professional development initiative is that inservice opportunities should be available to teachers and counselors in their home locales. Local facilitators who are trained, provide this inservice around their home jurisdictions. A detailed facilitator guide is prepared for each course to promote consistency across different offerings of the same course. Each teacher and counselor who completes a specific number of courses will receive a certificate designating them as a "career education specialist."

In addition to "Everyday Career Development," other professional development courses offered to teachers explore methods in group career education and career education for special populations. These courses, in combination with "Everyday Career Development," will help ensure that teachers and counselors have the background and skills needed to implement successful infusion approach.

Conclusion

Clearly, career education is moving away from addressing careers as a single choice in time, or one unit or course in a curriculum, to a pervasive, life-span focus. Infusing career education into all subject areas by providing professional development to educators, can make this approach a reality. As a result, students will learn to view careers as dynamic and to view change as an indispensable element in their future work. The youth of today will require the career development concepts and strategies embodied in this infusion approach to live productively, successfully, and happily in the world of tomorrow.

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Outcomes of School Career Development

Aryeh Gitterman, Marion Levi & Susan Wayne

Overview

Students, parents, government, and the business community have been telling schools for a long time that they are not satisfied with what educators do in preparing students for the future (Posterski & Bibby, 1988). Students, critics claim, are not adequately trained for the high-tech jobs of today and tomorrow, or for the reality of repeated career change. (Williams & Millinoff, 1990). There is also strong social pressure for greater equity in career opportunity. More females, visible minorities, children of economically disadvantaged parents, and physically challenged students are expected to be able to acquire occupations which are associated with higher earning power, more security and prestige, and higher job satisfaction.

Historically, the place of career education in the educational agenda has not been clear. No shared belief exists as to how schools ought to prepare students for adult life. The patchwork of programs such as transition-to-work, technological education, employability skills, and cooperative education are important, but they do not adequately address the career development needs of students.

A New Vision of Career Education

The new vision is that schools will make a significant contribution towards "seeing that the future labour force is well prepared for adult and working life, able to make informed career decisions, capable of managing successful career transitions, and committed to life-long personal development, education and training" (Watts, 1988). This means that schools must act deliberately to ensure that all students have access to current and accurate information about careers. Teachers must also understand the importance of providing students with learning experiences outside of the school walls and that decision making strategies are crucial to helping students make successful transitions to work, further education, and training.

Outcomes for Career Education

Career education can be viewed as a distinct, yet closely linked, aspect of personal growth and development. Increasingly, career education is focusing on three aspects of the individual: self-awareness, opportunity awareness, and decision and transition learning (Watts, 1988). These components form the core of an effective career education model.

In order to implement this vision of career education, schools need to have clear and specific outcomes for each component. The following examples (Burke, 1993) illustrate each of the above dimensions.

Self-Awareness

Students will be able to achieve the following:

- Analyze changing personal attitudes, values, interests, and abilities, and explain how they relate to a range of choices.
- Describe a personal accomplishment and specify the skills which were used in this achievement.
- Recognize and develop ways of dealing with stereotyping, discrimination, and racism.
- Develop and apply skills for studying, organizing, time management, planning, researching, accessing school and community resources, and goal setting.
- Explain the inter-relationship of personal responsibility, good work habits, and career opportunities.

Opportunity Awareness

Students will be able to demonstrate heightened awareness:

- Explain basic concepts about the economy and work, such as market forces, entrepreneurship, responsibilities and commitments of employers and employees, and the role of trade unions.
- Identify types and levels of work performed across a broad range of occupations and a variety of settings.
- Describe the present and future role of technology in the workplace and society as a whole.
- Analyze the value of learning as a result of visits to a variety of community settings and work sites.
- Demonstrate the attitudes necessary for success in work and learning.
- Describe how sex role stereotyping, bias, and discrimination limit career choices, opportunity and achievement.

Decision and Transition Learning

Students will also be able to exhibit increased decisivness:

- Identify knowledge and skills taught in school subjects which are transferable to work, community, family, and leisure activities.

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- Describe a range of opportunities for secondary and post-secondary education and training in both the immediate and long term, (also learn how to gain access to these opportunities and where they may lead.)
- Identify ways of making decisions and apply the knowledge to specific life situations.
- Develop an action plan to accomplish occupational, educational, leisure, and/or family goals.
- Develop skills for making transitions and for dealing with unexpected situations.

Achieving Outcomes:

Approaches to Career Education in the Classroom

Gitterman, Levi and Ziegler (1993) outline five approaches to career education to help achieve the outcomes described above.

1. Career education goes beyond providing information about jobs and the world of work. In schools, career education typically consists of providing information about specific occupations. This needs to be broadened to show students a variety of work opportunities associated with a project or societal issue.For example, when investigating hazardous waste management, students might meet engineers, technicians, union representatives, environmental lawyers, politicians, urban planners, chemists, and government regulators. Career education conceived in this way invites debate on equity issues by valuing everyone's work and family and by opening career paths to all students.

2. Career education thus becomes part of the total school curriculum, rather than a subject taught in isolation. Career education should encourage students to see the relevance of school subjects. Through the study of history, for example, students can gain some grasp of how economic events affect present and future patterns of work and society. Similarly, a knowledge of geography can help students better understand the connection between environmental conditions and different social and economic opportunities.

3. Career education should incorporate planned, out-of-classroom experiences, beginning when children enter school. Field trips offer a natural way of exposing children to their community and to the larger world, capitalizing on their native curiosity. Such trips also provide a natural laboratory for career exploration. For example, a school might visit a zoo one year and a hospital the next, and in each case, students may explore the jobs people perform as the children observe the animals or the medical technology. Another school might explore the range of jobs held by parents and others in libraries, shops, offices, and factories. Early career exploration experiences are important to promote diversity, even though they do not have specific career path implications.

4. Schools should address the career as well as the academic dimension of children's lives. Career, academic, and social development are equally important for all students and should be equally represented in program planning and evaluation, beginning in early school years. Students' aspirations, interests, and career exploration skills must be included in educational programs to effectively address students' needs. Career education is developmental, as is literacy or numeracy education.

5. Community involvement and support are essential for career education to be successful. Schools cannot do it alone. In order to ensure that career education is effective and reality-based, it requires the support of resources both within and outside the school. Business, industry, labor, government, other educational institutions, and the community of parents and neighbors all need to in as partners in new and creative ways.

Conclusion

Outcomes based on career education, linked to a planned and systematic educational program, provides the opportunity to involve schools and the community in a real and reciprocal way. Career development programs in schools must do more than provide information. They must be embedded in the school curriculum starting in the primary grades and they must take students out of the classroom and into the community. A successful program has the potential to help all students experience an enriched education; such students are better prepared for their working lives, and, in the long run, to society.

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Models of Adolescent Transition

William A. Borgen and Norman E. Amundson

Overview

Adolescents face a range of developmental issues. Havighurst (1952) suggested that two important areas included work and relationships. Levinson (1978) focused on changing relationships and on exploration, while Erikson (1968) commented on intimacy and commitment to goals. Super (1963) indicated that exploring and crystallizing vocational choice are important to older adolescents and young adults. What seems evident is that older adolescents and young adults enter transitions with the goal of becoming independently functioning adults, as they strive to meet evolving personal and career related needs. Rapid and escalating changes in labor market and post-secondary educational opportunities mean that adolescents now are confronted with the challenge of meeting their personal and career needs when neither can offer certainty or a sense of personal control.

Transition from High School

A longitudinal study by Amundson, Borgen, and Tench (in press) found that young people left high school unprepared for current career realities and that both the career and personal areas of their lives were in a state of change and uncertainty. At the end of their final year of high school, young people in the study expressed optimism about entering the career area of their choice and they expected to be successful workers in challenging jobs which offered personal satisfaction. About half the respondents indicated some concern about meeting post-secondary entrance standards. Approximately 9 and 18 months following graduation, depression, self-esteem, and anxiety were correlated with a range of perceived problems, including money, lack of support from family and friends, internal attribution of general transition problems, external attribution of career/employment difficulties, and lack of job satisfaction.

At the end of the study, some of the young people were interviewed. They were asked about factors that helped or hindered the post-high-school transition. Positive factors included supportive family and friends, making money, satisfying leisure activities, personal achievements, and educational success. Negative factors included relationship problems, career confusion, financial difficulties, unemployment, lack of satisfying work, lack of post-secondary educational opportunities, and difficulty in adjusting to post-secondary educational demands.

Developmentally, the young people were trying to meet personal and career-related needs, which were in a state of flux and uncertainty. It was apparent that a lack of progress in one area could have a negative influence on the other (e.g., an inability to gain post-secondary educational admission or paid work could drastically alter one's ability to move from being a dependent adolescent to an independent adult).

An Expanded View of Career Counseling Engendering Competence

The above study suggests a need for a broader view of career counseling; counseling which recognizes the developmental needs of young people, the influence of social and economic changes, and the importance of basing intervention strategies on personal and career competence, all within a context of diminished and changing opportunities for choice. In order to address this broader range of issues, we have employed a competence model with eight main areas (Amundson, Borgen & Tench, in press): purpose, problem solving, communication skills, theoretical knowledge, applied knowledge, organizational adaptability, human-relations skills, and self-confidence. We also have developed a number of counseling strategies that facilitate a smoother transition:

1. Developing Multiple Plans. Many young people leave high school with a narrow plan of action and with few alternatives. They fully expect to be successful with the plan and are not prepared to face any barriers. Developing flexibility in career planning requires a sense of purpose, problem solving skills, and several plans. Helpful strategies include visualization, lateral thinking, assessing options, and decision making in a context of uncertainty (Gelatt, 1989).

2. Self Advocacy and Marketing. As young people move towards further education, or into the labor market, it is critical for them to market and advocate for themselves. With scarce opportunities and confusing bureaucracies, there is a need to develop communication skills, self confidence, organizational adaptability, and effectiveness in human relations. This requires activities such as mentoring, role-played practice, and ongoing economic, emotional, and informational support.

3. Managing Changing Relationships. The emotional and social changes adolescents experience can challenge young people as they try to cope with barriers in the education system and labor market. Friends provide emotional support, but this is a time when friendship patterns are changing. Parents are needed for emotional, material, and information support, but, at the same time, they need to allow young people sufficient room to develop their own sense of identity. Coping with relationship issues can be facilitated through communication, human relationship training, and problem solving, which blurs most of the traditional distinction between career and personal counseling.

4. Meeting Basic Needs. Young people have a strong need for community. Other central needs include having a sense of meaning in life, physical and emotional security, and basic structure in relationships and living. As young people move beyond high school, many of these basic needs require revaluation. In addition to changing relationships, questions emerge as to how to make a living, how to plan meaningful activities, and how to effectively manage time. To facilitate these changes, young people need to establish a sense of purpose and understand how they are meeting their current and future needs. Counselors can help clarify these issues. Without this type of developmental assistance, young people often lack the resilience to maneuver within increasingly competitive educational and labor market environments.

5. Coping with Stress. Adolescence is a period of considerable stress. While much of the stress can by minimized through support, persistence, and active decision making and planning, there still will be times when young people find themselves in difficult situations. Coping with stress is associated with various competencies such as organizational adaptability, human relations, problem solving, and self confidence. Particular strategies for stress management include relaxation techniques, managing 'self talk,' focusing, and using support systems.

6. Coping with Loss. We were surprised at the extent to which young people were influenced by various personal losses. These losses involved death in the family (usually grandparents) and the experience of parental separation and divorce. The impact of these losses upon career events was considerable, suggesting a definite need for youth to develop competence in handling loss and grieving. Counseling in this domain blurs many of the traditional distinctions between the personal and career areas.

7. Bridging Programs. Many young people lack "hands-on" experience as they attempt to enter the world of work. Many also are unfamiliar with, and fearful of, moving into post-secondary education. To address this concern, counselors need to develop work experience and co-op education programs to help young people acquire the necessary experience. Post-secondary education entry programs can also play an important role in easing transition difficulties.

8. Information and Information Access. The challenge in the information age is not only how to gather information, but how to turn information into personally relevant knowledge. Young people need up-to-date information on careers, education programs, and market trends. They must also develop skills to assess the relevance of information. Acquiring these skills involves both theoretical and applied knowledge. Counseling strategies within this domain include helping young people develop research, interviewing, and critical analysis skills.

Conclusion

The breadth of the above components suggests the following:

1. Career counseling needs to encompass a greater range of issues.

2. Personal and career issues are inextricably intertwined for young people.

3. The ways in which young people make some of their transition experiences greatly influence their psychological well being.

4. Families and friends form a strong base for support in the transition period.

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ENGAGE: A Career Development-Based, Learning-to-Learn Program for Youth, Parents, and Teachers

Marnie E. Robb

Overview

Today's youth face unique challenges. To cope with changing economic and social structures, Canadian young people need to be creative and adaptable, and must be able to self-manage their life-career and learning. To do this, they should acquire relevant skills, attitudes, knowledge, and motivation. They need to be able "to learn to learn."

For a variety of reasons, however, many Canadian youth leave school without the competencies they need to make successful transitions into the work place. Since 80% of school leavers drop out with a "C" or higher grade average (Gilberst & Orok, 1993), poor performance is seldom the issue. Youth drop out of school because their studies lack meaning and/or because they have problems outside of school that they are not equipped to handle.

The ENGAGE program, designed as a Canadian Stay-in-School initiative, uses a comprehensive life-career focus to address youths' continuing learning needs. ENGAGE features the following key elements: (a) print materials designed for youth, parents, and teachers; and (b) workshops for youth, parents, and teachers.

The Theory

ENGAGE was developed to provide high-school-aged youth with the skills, knowledge, and motivation necessary to take responsibility for their life planning/learning both inside and outside school. ENGAGE assumes that

1. Young people can effectively direct their own learning.

2. Young people are more likely to direct their own learning when they have both the motivation and the skills to do so.

3. Young people will be more motivated to learn if they see learning as meaningful and goal-directed.

4. Career building helps young people see their learning as goal directed.

ENGAGE is based on Magnusson's, Day's, and Redekopp's (1988) "Hierarchy of Self-Directed Adaptation" which posits that external interventions (e.g., counseling, coaching, teaching) should decrease in intensity as youth become more adaptable and responsible. ENGAGE focuses on four of these levels: formal instruction, consulting (entrenchment), self-help (enhancement), and personal innovation (elaboration).

· *Formal instruction* is the predominant learning mode that youth experience in school. Learning strategies, including study skills, are important for success in formal instruction.

· *Entrenchment* occurs when youth apply what they learn to "real world," non-school settings, including jobs, hobbies, or sports. At this level, youth are encouraged to be pro-active in seeking others who can help them reinforce their learning. To succeed at this level, youth need techniques for selecting and developing relationships with others that allow them to express their needs and obtain useful feedback.

· In *enhancement*, individuals combine external assistance with self-help activities and self-analysis. Youth learn to use self-directed learning resources, such as print products, videos, workshops, and individuals within the youth's network; use self-analysis procedures; and develop protégé/mentor relationships.

· In *elaborating*, youth become proficient at *personal innovation*. Strategies here include "self-created learning" opportunities (e.g., writing and presenting), and "learning by facilitating" which includes teaching, supervising, and mentoring.

ENGAGE introduces youth to current decision-making (Gelatt, 1989) and career development concepts (Redekopp, Fiske, Lemon, & Garber-Conrad, 1994) and has them conduct personal, career-building activities. This is an essential component of ENGAGE because all subsequent activities are based on the results of career building. Instead of being asked to focus on "the big decision" (what they want to do with the rest of their lives), students are encouraged to look at "the big picture" of their lives. Youth learn that career building is an ongoing process requiring awareness of current values, beliefs, interests, skills, and knowledge; visioning, fluid decision-making skills, and tentative setting of shorter- and longer-term goals and intentions within their changing life contexts; and continual assessment and re-assessment of their life-career plans as both their personal life circumstances and the world in which they live continues to change.

Products and Services

ENGAGE consists of print products and workshops for youth, teachers, and parents. Youth products include the following:

· *Your Life*. A 44-page, highly visual magazine designed to appeal to young people. It uses career building principles to provide information and motivation.

· *Pocket Powerbook*. A 68-page companion to Your Life that provides "how-to," step-by-step strategies for career building, communicating, studying, self-management, and accessing support systems and networks.

These booklets can be distributed to youth as "stand alone" products or used in conjunction with a workshop.

The adult products include a teacher's guide, a parent's guide, and a workshop leader's guide. The teacher's and parent's guides provide an overview of ENGAGE principles, as well as tips on how to both respond to and support youth as they take control of their learning. The workshop leader's guide is designed to help facilitators (teachers, counselors, club leaders) effectively deliver a motivational two day workshop.

Workshops have been designed for all participants in *ENGAGE*. The two-day youth workshop is described below. Workshops for parents and teachers are independent of the youth workshops and are designed for evening sessions lasting two to three hours.

ENGAGE emphasizes direct contact with youth through a two-day workshop and subsequent follow-up sessions, where students focus on the need to develop learning objectives and maintain a "stay-learning attitude." The workshops use an active, process-oriented approach. The favorite activities are

· *For Love and Money*. Youth are asked to list10 of their favorite activities. The group then brainstorms ways that individuals can make money doing what they love to do.

· *Risk-Taking*. Youth are asked to invest money (candies) at a variety of stations that differ in their degree of risk. In the discussion that follows, students share the types of risks they face in their lives (which often include standing up to their peers or making important life-learning decisions), talk about what makes it okay to take risks, and what stops them from taking risks. Strategies for calculated risk-taking are then presented.

· *Negotiating Skills*. A simple four-step model of collaborative negotiating provides a tool that can be used in a variety of situations. Youth, parents, and teachers have remarked that this skill helps individuals express their needs and listen to and consider others' needs.

As part of the Stay-in-School initiative, ENGAGE workshops were started in six Alberta schools with youth who had been identified by their teachers as being at risk of dropping out of school. Upon completion of the two-day workshop, students showed statistically significant changes in perceived motivation to learn, and expressed more interest in staying in school, spending more time learning out of school, and in developing goals and plans related to learning and their life-career. About 95% of participating students indicated they would like further follow-up sessions.

Conclusion

ENGAGE is a career development program designed to help youth take control of their lives and learning. It includes both print products and workshops designed for youth, parents, and teachers. ENGAGE has been used successfully with a number of at-risk youth in Canadian schools, and it also seems to be appropriate for a broader youth audience.

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Constructivist Career Counseling

R. Vance Peavy

Overview

Counseling as a profession has developed in a social context. The advance of science and technology, the rise of mass consumerism, the deterioration of families, neighborhoods, and small communities, and the increasing irrelevance of traditional authority, all create problems for people trying to cope with everyday living. At the same time the modernist ideas of progress, productivity, and perfectibility, buttressed by the belief that objective rationality would eventually "cure all," carry people into more complex and disturbing life circumstances. In this modernist context, counseling took on the trappings of Technical Rationality (Schon, 1983) (e.g., objectivity, neutrality, expertness, behavioral reductionism, quantification, measurement) and aspects of instrumental reason (Taylor, 1991) (e.g., efficiency, effectiveness, and accountability) -- all of which belong more to economists than to counselors.

These social transformations have enormous implications for career counseling. Client lives are increasingly characterized by ambiguity, uncertainty, and conflict. Globalization and the undercutting of traditional customs radically alters the nature of day-to-day social life and affects most personal experience. In certain ways the 1990's are better than previous decades (for some) and in other ways the 90s are simply awful (for many). To quote Dorothy, "We're not in Kansas anymore, Toto." In order to help individuals navigate these changing contexts, counseling is in need of *revision* and *re-formation.* Counselors must comprehend both the scope and the effect of these transformations and how they intertwine with each individual and therefore with the self. In general, this means that issues such as "self-construction" instead of "self-presentation," "self-as-narrative" instead of "self-as-traits," and "life-planning" instead of "career choice," become of paramount importance to career counselors.

The author has begun to outline a constructivist career counseling perspective which is designed to be appropriate to the post-industrial/post-modern context (Peavy, 1992, 1993, 1993a, 1994). The main concepts and practical career-counseling procedures from this perspective are outlined below.

Constructivist Concepts

Constructivist thought has its roots in philosophy, psychology, science, and cultural studies. Some constructivist concepts which can be applied to counseling include the following:

1. There is no single "God's eye" view of reality—rather, there are multiple realities. Although there is no "one right way" to think, feel, or do, some ways are better than others. One of the challenges for constructivists is to devise ways of ascertaining better and worse ways of thinking, acting, and being, usually by considering more vigorously the consequences of our thinking and acting; examining the assumptions and beliefs underlying our alternatives; and taking individual choice more seriously.

2. Humans are "self-organizing" entities, not a set of traits or repertory of behaviors. Each person's life is a story, or set of stories—an evolving biographical narrative under continuous revision.

3. Individuals "construct" their own selves through the interpretations they make and the actions they take. Increasingly, societal conditions call for individuals to be active and reflective selves, aware of the contexts in which they live, and capable of becoming agentic—at times resistive—and creative in relationships and work.

4. A self is "polyphonic"; it has several voices. Four important voices are the voices of health and well-being: the voice of intimacy: the voice of work life and learning ; and the voice of spirituality.

5. People are "meaning-makers" and word-munchers. They use language and action to make meaning out of daily activities. The most important personal meanings are relational. They are constructed through interactions with others and with aspects of the surrounding world.

6. To exist as an empowered person requires reflection and examination of the assumptions underlying daily decisions and actions. Critical reflection enables the building of a world-view which includes the following elements:

- A wholistic rather than reductive psychology of people.
- The moral idea that self-fulfillment is "good"—one should strive to become what one is capable of be ing.
- A tripartite concept of personal freedom. First, one is *responsible* for one's own thinking and actions. Second,

personal freedom is dependent on the *quality of relationships* which one builds and maintains. Third, personal freedom is influenced by the kind and quality of one's engagement in *meaning beyond one's own ego* (transcendent meaning) in such phenomena as nature, society, art, hobbies, God, compassionate action on behalf of others, and work.

Practical Counseling Considerations

Constructivist career counseling is a general method of life planning. It is a philosophical and psychological framework from which to work, rather than a set of techniques. However, certain counseling interventions are clearly constructivist.

Collaboration

The counselor and client are allies, with each making significant contributions to counseling. The counselor is an expert on the counseling process and the client is an expert on his or her own life experience.

Receptive Inquiry

The counselor promotes inquiry into the client's life-world within a context where the client feels simultaneously safe and challenged. Receptive inquiry tools include meaning-generating questions, metaphorical transformations, the use of artwork and objects to create meaning, autobiographical writing, visualization, and dialogical discussion.

Pattern Recognition

The counselor and client try to identify "patterns of influence" which are shaping the client's thinking and acting, especially influential relationships. Relationships, informal relations with peers and family, and mediated relationships such as those generated by media, often are more influential in career development and job-getting than traditional psychometrically-oriented career counseling activities.

Primacy of Life Experience

The counselor and client work directly with the client's life experience (i.e., with perceptions and personal meanings as revealed through narrative, journaling, interview dialogue, concept-mapping, artwork, and other self-revelatory activities). Counseling is not so much a matter of "initiating" change as it is a matter of influencing change already underway —influencing the direction of an "evolving self." Client resistance or reluctance is a concept not used by constructivist counselors. The constructivist assumption is that whatever a client is doing or thinking is necessary for the client's coping or survival, given the client's immediate frame of reference.

Mindfulness

The constructivist career counselor regards mindfulness as a desirable goal for both clients and counselors. The essential elements of mindfulness are (a) the creation of new categories of constructs to help interpret experience, (b) expanding openness and receptivity to new information, both internal and external, and (c) the awareness of more than one perspective on any aspect of one's life-world, including career. Critical reflection is a key tool in developing mindfulness (Peavy, 1994).

Creating Meaning Through Activity

It is involvement in activities such as work experience, cooperative education placement, job shadowing, volunteering, work-site visitation, and work simulation, which can provide the basis for personal meaning. The usefulness of such activities to clients is greatly enhanced through "reflection-on-activity" and "discussion and dialogue" with a counselor. Activity provides the raw materials (experiences), but it is reflection and counseling activities such as interview dialogue, group discussion, journaling, concept-mapping, dependable strengths analysis, and metaphorizing of experience and self, which influence both the evolving self and career decision-making.

Conclusion

Constructivist career counseling represents a "turn" in the history of counseling. It is a turn away from a reductionist and partialed view of personality and social life—and the accompanying view of counseling as driven by a need to correct human deficit—and toward a view of the person as wholistic, self-organizing, and maker of meaning. It is a turn away from "psychometric self" and toward "storied self." The constructivist approach offers counselors and clients a method of collaboration and co-participation in meaning-making counseling activities. This method enables clients to construct self and to make sense of worklife in the 21st century.

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Constructivist Approaches For Career Counselors

Marie Hoskins

Overview

Constructivist theory offers alternative approaches to career development and counseling. Based on holistic approach, constructivism emphasizes the self-organizing principles underlying human experience. The decision to use a constructivist framework for career counseling resulted from the observation that youth often were not lacking career information; instead, they did not feel empowered or motivated to put the information to use. In a number of cases, feelings ranging from disempowerment to apathy, were due to a lack of knowledge about self in relation to the world of work. Consequently, it was concluded that a counseling approach, which empowers clients to adopt proactive, mindful stances about their worklife, needed to be developed. Therefore, a focus was developed that would assist clients in understanding how their self-organizing principles shape their world view and influence and direct the choices they make.

Within this proactive, constructivist framework several core counseling approaches were identified as important for career counselors. The more essential ones will be summarized below.

Meaning-Making

One of the basic tenets of a constructivist approach is that people are meaning-makers. Terms such as "autopoesis," "sense-making," "self-organizing," and "meaning-making" have been researched and described by numerous constructivist writers (Carlsen, 1988; Mahoney, 1991) and include specific references to how people interpret the events of their lives in the pursuit of meaning. A constructivist premise is that career information is enhanced significantly when personal meanings become the central task of the counseling session. These meaning-making processes take on a variety of forms that promote client self-awareness of the processes underlying meaningful career decisions.

Narrative

Perhaps the most ubiquitous meaning-making opportunity is that which exists while clients are relating important events in their lives. Counselors can significantly enhance their understanding of client self-organizing processes by listening carefully to the words and phrases used when clients relate an event or story. Although this appears to be rather obvious, professionals often overlook the positive impact of using clients' own interpretations as evidence of their meaning systems. Meaning-making occurs when counselors assist clients in becoming aware of the latter's meaning structures connect to create an overall life story and how the client interprets events in order to author a story that has sense, cohesion, and viability. Furthermore, collaborating with clients to create stories featuring possible, future selves (Markus & Nurius, 1986) greatly increases the likelihood of client growth and change. Counselors therefore need to be able to work effectively with client narratives in the following ways:

1. Listening closely to unique phrases and words used by the client.

2. Recognizing that client interpretations are unique and can be viewed as either viable or not viable rather than valid or not valid.

3. Assisting clients in moving beyond rational explanations of experiences to deeper underlying beliefs, values, and assumptions.

Metaphors

Metaphorical language is a valuable meaning-making opportunity often missed in counseling interactions. Although the benefit of working with client metaphors is beginning to be more widely accepted, counselors often overlook opportunities to use them effectively.

In everyday language, metaphors help transfer one idea or concept to another. When simple verbal descriptions fall short of describing experiences, metaphors provide a bridge towards deeper understandings (Hoskins & Leseho, in press). Working with metaphors within the counseling session is not an easy task. Perhaps one of the most difficult challenges facing counselors is to refrain from imposing their own metaphors onto the clients' experiences.

Asking descriptive and contrast questions helps to elicit metaphors from the client. For example, one client described her alienation from her friends when she returned to the workforce as no longer being the "hub" of a tight network of friends. She mourned this loss. After asking descriptive questions which helped her articulate, and "connect with," her experience of now being more like a "spoke of the wheel," the counselor was able to help her re-define her role as a friend and the overall meaning of friendship. Now perceiving herself as an integral part of the network, but not necessarily the center, she felt more secure in knowing that she did not have to abandon important relationships in order to pursue her career. Consequently, this new version of *her* metaphor, explicated through effective questioning by the counselor, provided a visual reminder of a newly defined aspect of self which subsequently had a positive impact on her career goals.

Critical Reflection

Helping clients become more cognizant of their beliefs, values, and assumptions is a central component of meaning-making. Without a certain degree of self-awareness, people tend to lead mindless, haphazard lives where important decisions are often left to chance. A constructivist perspective promotes an "examined life" and encourages the critical reflection of values, beliefs, and assumptions.

Once beliefs, values, and assumptions have been explicated, clients are more likely to (a) deepen their understanding of their own world views and how these views influence their worklives; (b) gain insight into the origin of these world views; and (c) determine the viability of maintaining or perhaps revising their views.

Enhancing self-knowledge enables a person to assess life positions; in doing so, an individual can determine the extent to which these positions may either constrain or support growth in various aspects of employment. Counselors act as a mirror or a lens, enabling the client to gain more knowledge of self and the world. Through the process of explication, leading to either re-vision or re-affirmation, the final stage of empowerment occurs when the client realizes that choices can be made from different vantage points. Outdated, non-viable, beliefs and values can be modified and re-worked into broader, more inclusive structures of meaning.

Power

Counselors need to become aware of the ways in which they either empower or disempower clients through their counseling approaches. A traditional "test them and tell them" approach to counseling, for example, can disempower the client when the counselor assumes an expert position regarding the client's personhood. It is, therefore, important for career counselors to begin by clarifying expectations, roles, and tasks of both the client and the counselor. One client complained about a counselor who was not helpful because she refused to tell him what he should be. This highlights the importance of clarifying anticipated outcomes and processes as soon as possible. By doing so, clients can assume a proactive stance during the initial session.

Often counselors inadvertently disempower clients by asking questions that fail to promote critical reflection. Instead, they begin dispersing information that clients themselves could gather. While information is a necessary part of career counseling, how it is shared and received directly influences client motivation. Career counselors can significantly enhance their practice by re-defining their roles as "empowerment promoters" rather than information providers.

Conclusion

A constructivist framework can often appear vague and abstract to the novice counselor. There are no step-by-step strategies to direct the counseling process. Consequently, the abstract and nebulous realm of meaning-making can be frustrating for a linear, task-oriented counselor. On the other hand, working with clients as they become empowered through increased awareness of self, particularily in worklife issues, can significantly enhance the effectiveness of the traditional career counselor.

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An Action Approach to Career Counseling

Richard A. Young

Overview

Although counselors have implicitly understood and used a number of its tenets for some time (Polkinghorne, 1990; Valach, 1990), an action-theoretical approach is a relatively recent development in career counseling. It is based on the premise that the subject of career counseling is the goal-directed and intentional action of the client. Action theory sees clients as agents who steer and direct their activities. As applied to career counseling, it represents an integration of constructionist, contextual, and narrative approaches that have recently received attention in counseling, psychology, and the social sciences.

Counselors frequently base their practice on how clients construct and resolve problems in their daily lives. Career and counseling theories and research have not always been able to remain close to this understanding of practice. In an effort to remedy this situation, action theory offers a conceptual framework and language for understanding career development and career counseling that is close to human experience.

The Action-Theory Approach

Much of career counseling has either been based on the measurement of client interests and personality or aimed at the remediation of socialization effects. Action theory's perspective is based on a constructionist epistemology which highlights the importance of the way we organize our knowledge in our daily lives. Essentially, constructionists suggest that people use a variety of concepts and frameworks to organize and explain their own and other people's behavior. Moreover, the meaning of people's experience is reflected in their construct system.

Action and career are two important and interrelated constructs in the lives of many people. People frequently think of themselves and other people as purposive, proactive, and self-organizing. For the most part, their behavior is goal-directed and intentional. Action refers to short-term behavior of this kind, but other constructs are needed for sequences of interrelated actions over the long term.

Career is one construct that many people use to understand goal-directed and intentional action over the long term. For example, completing an examination has meaning in the short-term; it provides a sense of closure, or perhaps accomplishment. When joined with other actions, it can also have long-term meaning, such as qualification for further study or job entry.

Action theory provides a conceptual framework and language useful to our understanding of career and career counseling. Some of the relevant propositions are

1. Action can be seen from three perspectives:
   - the manifest behavior of the actors
   - the conscious cognitions (thoughts and feelings) that accompany, steer, and direct the manifest behavior as it occurs
   - the social meaning in which the action is embedded.

All three perspectives are critical to understanding action and career. Some theories approach career from one of the perspectives and emphasize behavior,cognition, or social meaning almost exclusively. The action-theoretical approach integrates all perspectives.

2. The construction of career occurs, at least in part, through social discourse between counselor and client. However, the action pertinent to career occurs both outside of and within counseling.

3. Most counselors recognize that career profoundly involves the emotions of their clients. For example, long-term plans and goals are intimately related to happiness. Moreover, career is concerned with practical action, that is, balancing between what *must* be done in the short term and what can be done in one's life. As clients take action regarding these expectations and possibilities, emotions are likely involved.

4. There is also joint action, which is a third kind of activity which lies between individual activity and external events (Shotter, 1980). This is in contrast to theories that place the locus of career within the person. Career is not solely a matter of individual action, but heretofore counseling has not had a language to describe persons acting together in the social and dynamic nature of career. Nevertheless, this is what counselors and clients do. As they engage in counseling, they actually construct action and career. By virtue of this and other joint ac-

tions, the client comes to construct the career she or he will have.

5. The term *career* itself may not be critical to clients. What is critical is to identify the constructs that clients use to represent long-term, goal-directed, intentional action. For example, *project* may be a construct that represents a sequence of goal-directed action which may be useful to clients.

Implications for Practice

One primary value of an action-theoretical approach to career counseling is its ability to link theory and practice. Counselors want a conceptual framework that is close to human experience. Among the specific practice implications are the following:

1. Interpretation is emphasized. Clients are seen as engaged in the process of making sense of their actions—they are interpreters. Intentionality and goal-directedness are two constructs they use to interpret their actions. Actions are also interpreted in light of long-term constructs, such as career. In addition, career involves the interpretation and reinterpretation of past and future (possible) actions in terms of present action. For example, a young woman interprets her decision to quit school as goal-directed: "I needed to get away from a boring and frustrating place." She may also have some understanding of the long-term implications of her action, such as, "Lots of people quit high school, I'll go to evening classes when I need to." Later in life she may reinterpret these actions in light of subsequent events.

2. Counselors recognize that interpretation occurs in social settings, that is, between clients, their peers, families, employers, or teachers. Thus, career counseling also addresses interpersonal relationships and their meaning for the client.

3. A self-confrontation method can be used to access the conscious cognitions that accompany career-related actions (Young, Valach, Dillabough, Dover, & Matthes (1994). This method helps clients see themselves in action, aids them as they process their cognitions, and enables them to receive feedback. It integrates cognition, emotion, and action in a conceptual and practical manner. It also uses everyday constructs related to the meaning and experience of clients.

Current Status

To date, work has largely focused on describing the features of action theory and how it can be applied to career theory and counseling (Polkinghorne, 1990; Valach, 1990; Young & Valach, in press), and research (Young et al., 1994). Young et al.'s method for studying the career conversations of parents and adolescents involved the action of the conversation, the conscious cognitions as the participants steer and direct the conversation, and the social meaning attributed to the conversation by the participants.

Conclusion

The above research extends previous studies on parental influence by identifying the individual and joint actions that parents and adolescents take in career decisions and how these actions contribute to the construction of career. The application of this approach to a wide range of career counseling practice has only begun (Young & Valach, 1994).

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The "High Five" of Career Development

Dave E. Redekopp, Barrie Day, & Marnie Robb

Overview

Some experts[1] who were asked to spend a day together, summarized what they knew about career development in five pithy messages. These messages would be used to promote career development in Canadian youth. What resulted is the "High Five" of career development:

1. Change is constant.
2. Follow your heart.
3. Focus on the journey.
4. Stay learning.
5. Be an ally.

The "High Five"

Change is Constant

The famous American philosopher, Yogi Berra, once said, "The future ain't what it used to be." We Canadians took that statement to mean that predictions about the future are difficult because the processes of change, not just the content of change, are changing. In the world of work, for example, the role of the automotive technician is changing not only due to technological changes in cars but also due to segmentation of the industry. Therefore, the process of defining an "automotive technician" is changing while the content of the technician's work is also changing. Thus, predictions about the technician's role (or any other work role) are tenuous.

Rapid and continuous technological, economic, demographic, and social changes directly influence the world of work. As a result, the "labor market" of the past is quickly becoming a "work dynamic" that is difficult to encapsulate with occupational dictionaries, codes, or titles. For example, dozens of environmental roles exist today that did not exist at the turn of the decade. New jobs are emerging and old jobs are changing to require new skills, knowledge, and attitudes.

Personal change occurs continuously as well. People grow and develop new skills, attitudes, knowledge, beliefs, networks, and other assets at varying rates. Assessment tools, the backbone of traditional career development, give our clients the impression that change is unlikely; that who they are is who they will be. People who recognize, value, and nurture their own fluidity, will better adapt to their changing environments.

Likewise, goal setting needs to be reconsidered in light of constant change. Goal setting can be useful, but the dogged pursuit of goals can prevent people from optimizing chance opportunities. Goals have to be seen in context with serendipitous discoveries. Gelatt's (1989) concept of "positive uncertainty" applies here.

Follow Your Heart

When change is constant, relatively stable guideposts become all the more important. The "heart" (the set of characteristics that includes values, entrenched beliefs, and interests) is reasonably stable and is well worth heeding. One's "heart" drives one's career path. Skills, knowledge, and attitudes are simply tools that allow the path to be followed.

A corollary to this message is that dreaming is normal, natural, and appropriate. Career development practitioners often concern themselves with helping clients become "realistic" at the expense of their clients' dreams. Many people have "unrealistic" dreams, but there is nothing wrong with pursuing them and cherishing them. Ultimately, reality will impose itself on people and trying to accelerate this process may be of little benefit. On the other hand, people can move towards their dreams when provided with the tools and strategies to do so.

Focus on the Journey

One of the reasons our field has been preoccupied with helping individuals select appropriate occupational destinations is that we wish to help people find work that is meaningful and fulfilling. In doing so, however, we have tended to underemphasize the meaningfulness of the journey towards one's vision. Now, since continual change undermines the predicting of occupational destinations, we must take great efforts to help people enjoy the process: to better fulfill their values, beliefs, and interests with *every* decision they make. In fact, focusing on the journey means people move away from feeling a need to make "the correct decision" ("What should I be?") and move toward examining the immediate and enduring effects of virtually all decisions ("What do I want to be doing now and in the future?").

Stay Learning

"Lifelong learning" has become a catch phrase. However, the public's beliefs imply that nothing more needs to be done once an occupational destination is reached. We will be better able to communicate the prescription to "stay learning" when the first three messages of the "HighFive" have been adopted. Learning is constant when change is constant, and learning can be enjoyable and meaningful when it is seen as part of a journey that fulfills one's heart.

Unfortunately, many people cringe in terror when they hear about "lifelong learning." People who have had limited success with formal learning are anxious about "lifelong learning" and need to know that most learning does not occur in formal settings. Individuals are continually accumulating assets (e.g., skills, contacts) through experience, but few people have a mechanism by which they can identify, record, and organize these assets. Consequently, they often do not recognize that they have undergone a tremendous amount of learning. People need ways to keep track of their learning experiences.

Be an Ally

This last theme brings us back to the old idea of the importance of community. Many people do not feel part of a community and do not have the wherewithal to create one for themselves. Many youth, in particular, see the labor market (or work dynamic) as something external, "out there," and distant. They do not realize that the labor market surrounds them, and is represented by their parents, neighbors, friends' parents, and parents' friends. These allies surround youth, yet the two appear unable to connect with each other.

Our field and our society have stressed independence and autonomy; perhaps a reexamination of interdependence and community would be appropriate. Asking for help is not a sign of weakness. Rather, it is a sign of strength when one can identify a need, clearly express the need, and articulate how others can help one meet the need. This is particularly true when one wants to learn continually, keep up with change, and adapt to change.

Applications

The "High Five" can be described in a variety of ways. Different client groups respond to different descriptions and examples. We have incorporated these messages in a variety of products, workshops, and speeches, and we have used a variety of ways to explain them. Some examples of their application follow:

· *ENGAGE* is a learning–to–learn system for youth that includes products and workshops for youth, parents and teachers. The "High Five" messages form the core of the system. (See Robb, 1995 for a description).

· *Opportunities With Change* is a career development workshop for professionals, in which the concepts and activities directly follow the "High Five."

· *Everyday Career Development* is a course and text for secondary school teachers designed to help them infuse career development into their day–to–day teaching activities. The course is based heavily on the "High Five." (See Millar, 1995 for a description).

We have found that people respond favorably to these messages. Each message has a a universal quality which reaches virtually all audiences, as the following testimonials indicate. From a grandmother who read the *ENGAGE* materials: "Don't know how I reached this age without knowing and achieving some of the suggestions. Good for any age—real treasures. We sure do a lot of muddling along in life without knowing how to improve." Parents respond particularly favorably to the "High Five"; the messages remove some of the intense pressure they feel to help their children decide "what they are going to be."

Conclusion

The group for which these messages resonate most strongly are front–line career development practitioners. The "High Five" provides a framework in which they can place all their reservations about elements of their practices (e.g., giving tests, helping clients choose occupational destinations, ensuring clients are "realistic"); elements that they were guiltily subverting without being able to fully explain (to themselves or others) their reasons for doing so. We generally hear a collective sigh of relief from practitioners when we present the "High Five."

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Reference Note

[1] These individuals were Pat Butter, Donna Davidson, Barrie Day, Aryeh Gitterman, Helen Hackett, Tracy Lamb, John McCormick, Dave Redekopp and Michele Tocher. Don Myhre, Bev Ross and Marnie Robb formalized the messages into the "High Five."

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Five Processes of Career Planning

Kris Magnusson

Overview

The context in which career decisions are commonly made is dynamic: occupations are changing rapidly, society is becoming increasingly complex and multicultural, and individuals need to plan for diverging rather than converging career paths. Furthermore, in times of social change and economic uncertainty, clients often feel discouraged, despondent, and hopeless about their futures. The encreasing complexity of client needs and career counseling interventions have rendered inadquate, and simplistic approaches to resolving career issues. Although traditional approaches still may play a role in career planning, additional emphasis must be placed on other issues: how self-concept is implemented (Super, 1990), personal adaptability (Super, 1985), and personal meaning-making (Miller-Tiedeman & Tiedeman, 1990). Career counseling should also help clients achieve independence rather than dependence. Such factors necessitate a different vision of the counseling process.

The Five Processes

The model in this paper describes five processes critical to effective career planning: initiation, exploration, decision-making, preparation, and implementation (Magnusson, 1991, 1992). The processes are cyclical, although a few clients may begin at initiation and proceed sequentially through to implementation.

Initiation

Initiation means to set in motion. Clients become discouraged or lose hope and strategies to secure meaningful engagement are necessary. The initiation process addresses three core issues:

1. **Establishing an effective counseling relationship**. Traditional approaches to career counseling often overlook the importance of the therapeutic relationship. However, the establishment of a strong therapeutic alliance can be invaluable in motivating clients to take action.

2. **Determining current motivation for career planning**. This involves a detailed examination of presenting issues, with a particular emphasis on identifying client motivation for change and the context in which that change must occur. With this information, counselors can determine if clients are ready for specific career planning activities or if other interventions are needed.

3. **Building relevance for career planning.** Many clients who enter career counseling are discouraged and see themselves with limited opportunities. Counselors must encourage these clients and foster hope. Typically this is done by identifying issues of meaning for the client and by promoting a sense of the future.

To illustrate, clients may be asked to complete a "significant experiences" exercise, in which they write a two to three page narrative describing some accomplishment or experience of which they are proud. Client and counselor work together to identify the skills and characteristics that were demonstrated and then clients are asked to select the 5-10 most meaningful of these. Posing a simple question such as "How would you like to experience that level of pride again?" invariably increases client motivation for career planning. Attending to the core initiation issues increases client awareness of the career planning process, builds trust in the counselor, and renews hope by helping clients build a vision of the future.

Exploration

Exploration helps clients discover ways to implement aspects of their vision while concomitantly attending to issues of meaning and personal context. This is most effectively done by capitalizing on the renewed sense of energy and hope that arises during initiation. While formal assessment and occupational information sources may be useful, informal strategies tend to produce more meaningful, more accurate, and more enduring results. These include information interviewing, relational networking, job shadowing, and work experience.

For example, clients who have completed the significant experiences exercise described above will have a ranked list of skills and characteristics that were associated with a meaningful experience. Clients can be taught basic networking techniques to identify other people who share a similar passion. An interesting outcome of informal networking is that the occupational titles of the contacts are often surprising to clients—they never associated the occupation or setting with their own attributes. In this way, new vistas may be opened to clients as intriguing options spawn further exploration. Opportunities to experience the passion, through job shadowing or work experience, serve to validate initial impressions. Thus, initiation determines *what* is meaningful to clients, while exploration determines *how* that meaning may be expressed.

Decision-making

Decision-making has one dominant issue: How to select the most appropriate option from the range of alternatives discovered to date. Formal decision-making models and strategies may be useful; however, these strategies by themselves rarely leave clients with a good feeling for the decision. Most clients are more comfortable with decisions which "emerge" as a result of engagement in the career planning process. When initiation and exploration have been thorough, a "right choice" crystallizes for most clients. Formal strategies may then be used to *confirm* a choice, rather than *determine* a choice.

Uncertainty is a major obstacle to career planning Most clients need to recognize that a certain amount of ambiguity is associated with any decision. At this stage in the planning process, clients need to rely on their intuition to guide them to tentative choices. This may be encouraged by exploring how clients feel about alternatives they have encountered during exploration, and by using "what if" scenarios to prevent perceived barriers from prematurely ruling out options (e.g., "What if it was possible to...?"). The emotional response to an option may then be used as the catalyst for cognitive appraisal (e.g., a consequences matrix) and specific preparation.

Preparation

Preparation focuses on planning the specific steps required to implement the choices made earlier (including the choice to engage in further exploration). Preparation results in a detailed, concrete plan for goal attainment and involves two key issues:

1. **Developing an action plan** which may include contracts between client and counselor that specify the next set of steps that will be taken by the client, and how those steps will be evaluated and reported; and time lines, or graphic action plans. A horizontal line is drawn across a page, with the word "Now" at the extreme left and the client's goal statement at the extreme right. Each major step required to achieve the goal is listed on the time line, with spacing proportionate to the estimated time needed. An opportunity web transforms the time line into a branching career path. For each major step, at least one alternative step is identified and plotted on the page as an intersecting line that produces a different path. The alternatives are identified by asking "What if for some reason you were unable to complete Step X - then what would you do?" Clients learn to prepare for uncertainty by thinking ahead and having a back-up plan ready.

2. Developing prerequisite skills and resources for implementation. These may include: occupational (e.g., job searches); educational (e.g., study skills, applying for admission to educational institutions); personal (e.g., anger management, substance abuse).

The means for developing prerequisite skills must be included in the overall action plan. Clients should also identify the resources available and the resources needed for implementation (e.g., obtaining funding for education).

Implementation

In implementation, the client carries out the action plan. Two strategies govern implementation:

1. Developing support. Many decisions reached in the safety of the counselor's office are never implemented because of lack of support in the client's environment. Clients must learn both how to identify allies (as well as enemies) and how to nurture facilitative relationships.

2. Developing systems for feedback and reward. Clients also need to develop ways to monitor and reward their progress.

Merging the social support and feedback functions helps clients develop independence from counselors.

Summary and Conclusion

The five processes model has been used with a variety of groups (e.g., Native Canadians in northern communities, street kids in urban settings, inmates of correctional facilities, youth in schools, adults in transition). These groups often reported disenchantment and disillusionment with available career planning services. However, the initiation exercises excited them, increasing their hope and nurturing their dreams. This excitement led to vigorous and thorough exploration--even the most reticent clients were captivated by processes which allowed them to explore their passions in meaningful ways. Having found a focus for their passion; they were more committed to planning ways to realize their dreams and were more likely to follow through with their plans. Because they understood each process as it developed, they became less reliant on formal counseling. The seeds of self-sufficiency and adaptability were planted.

The dynamic nature of the occupational scene demands a dynamic system for career planning interventions; one that attends to issues of client uniqueness and personal meaning. By focusing on the critical career planning processes, counselors allow themselves the flexibility to attend to unique client needs.

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A Centric Career Counseling Model

Norm Amundson

Overview

The centric model of career counseling was developed for use in employment counseling (Amundson, 1987; 1989). This approach takes into account psychological, social, and economic factors; work is viewed as one part of a total life-style.

Discussion

Four developmental phases are used to describe movement within the centric model. Although these phases usually develop in a sequential fashion, counselors should expect considerable back and forth movement.

Readiness (Establishing the Working Alliance)

The initial relationship between counselor and client is critical and sets the foundation for further counseling (Gelso & Carter, 1985). Counselors need to create a "mattering" climate where the client feels acknowledged, respected, and valued (Amundson, 1993). Creating this type of climate requires attention to both physical environment and interpersonal dynamics.

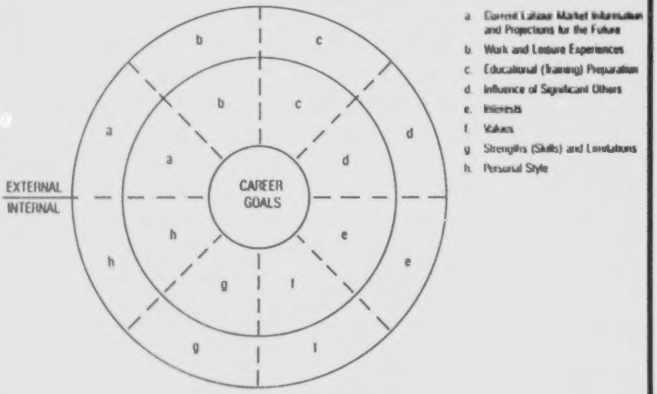
Within the positive relationship there is the need to assess readiness with respect to expectations, the fulfillment of basic needs, and self-esteem. For many clients there is little point in proceeding to the second phase until some basic issues are resolved. Many unemployed clients, for example, need to normalize their experiences with unemployment before beginning any form of assessment. Also, some clients have misperceptions about the nature of career counseling and should discuss the process with their counselors prior to engaging in further activities. Whatever the issue, counselors must pay particular attention to pacing and only move forward once readiness has been attained.

Career Exploration and Assessment

Here the focus is on two different domains: the personal and the external. The personal factors include interests, values, strengths (skills), limitations, and personal style. Clients are encouraged to develop information on the various personal factors through qualitative and quantitative assessments. The information can come from a consideration of each area separately, or in a more comprehensive fashion through the exploration of experiences.

The external domain includes significant others, work/leisure experiences, educational background, and labor market options. Obtaining information in these areas requires research, contact with others, and careful consideration of past experiences.

Figure 1 illustrate the above relationdships.


b
c
b
c
a
d
a
d
EXTERNAL
INTERNAL
CAREER GOALS
h
e
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f
g
f
a. Current Labour Market Information and Projections for the Future
b. Work and Leisure Experiences
c. Educational (Training) Preparation
d. Influence of Significant Others
e. Interests
f. Values
g. Strengths (Skills) and Limitations
h. Personal Style

FIGURE 1: A CENTRIC SYSTEM OF CAREER CHOICE

While each of the factors are of equal size in the diagram, the dotted lines indicate that the perceived importance of the various personal or external factors can vary considerably. For some clients the role of significant others is paramount; for others, it is of minimal interest. Assessing the relative importance of the various factors can provide interesting insights.

Evaluation, Compromise, and Integration

Following exploration and assessment, there is a need to draw the information together and evaluate the viability of various options. Compromises may be necessary, which may facilitate a new integration. It is important in this phase that clients recognize the uncertainty associated with career choice (Gelatt, 1989). Some common myths which may need to be addressed are as follows:

- Once you make a career choice you are committed for life.

- The choice you make should be totally fulfilling.
- If you choose correctly you will be guaranteed a successful future.

Commitment, Action Planning, And Follow Through

This last phase is based on the assumption that clients are ready to move forward with their plans. They are willing to make a commitment to the process and then select and pursue a few basic issues. To assist this process, Walter & Peller (1992) use the following criteria in goal setting: (a) be positive; (b) use action verbs (ending with "ing"); (c) focus on the present; (d) be specific and think through the details; (e) consider only goals which are within the client's control; and (f) use the client's language.

As clients move forward with their goals and overall action plans, there will be consequences. A need then arises for follow-up to check the viability of plans and to maintain client motivation. This final step leaves room for "fine tuning" and is critically important to long term counseling effectiveness.

The Counseling Dynamics

Counselors can facilitate movement through the phases that are described above by using a combination of good communication skills and structured activities. Skills such as paraphrasing, clarifying, empathy, information giving, open-ended questioning, and summarizing are helpful in the initial phases. There is also a role for reframing and for constructive critical reflection. Thus, skills such as immediacy; self disclosure; advanced, accurate empathy; supporting; limiting; and confrontation (strength-challenge, in most instances) can be helpful.

One of the structured activities which has been associated with this model focuses on the initial discussion of the counseling process. Figure 1 is used to facilitate discussion by illustrating the factors included in the personal and external domains (Amundson & Poehnell, 1993). Figure 1 also serves to summarize information that is gathered during the exploration and assessment phase.

A wide variety of other structured activities can be applied to both information gathering and reframing (Goldman, 1992). The strategies focus on different time orientations and facilitate the development of new perspectives. Activities which focus on the past address normalization and the careful scrutiny of past accomplishments. Within a present-time focus there is the emphasis upon positive affirmation, limiting negative thinking, externalizing the problem, decision making, and information giving. In terms of the future, there is a focus on hypothetical solutions, behavior rehearsal, focusing, and new cycles of activity. All of these activities involve the client in a structured sequence of events which lead to greater personal awareness.

Movement through the various phases is not always sequential; what is occuring throughout is movement from expansion to contraction and then to further expansion. The need for expansion at the action planning phase is often overlooked because of the need for closure. While it can be comforting for clients and counselors to develop one plan of action, in today's labor market more options and greater flexibility are necessary.

Conclusion

The centric career counseling model uses four developmental phases to describe the counseling process. Progress involves back and forth movement through the phases and the use of various structured activities within a humanistic counseling context. Expansion is needed at the exploration and assessment phase; contraction occurs as people evaluate and commit to options; and further expansion and flexibility become necessary as these options are imbedded within a fast-changing labor market.

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Using Simulations to Enhance Career Education

Kathleen Cairns

Overview

Career educators and counselors have long recognized that factual information about careers and employability skills, presented in traditional classroom formats, insufficiently prepares students to enter an increasingly complex workplace (e.g., Crew, 1977). Various authors (e.g., Barth, 1984; Klausmeier & Daresh, 1983) have suggested that a shift toward a stronger experiential learning focus in career education could help students make the transition from fact-based learning about employment to skilled job performance.

These suggestions have led to an increase in experiential career education initiatives such as work experience, job shadowing, and co-op education. These programs offer many advantages; however, they are extremely complex to manage, are often difficult to access, and may represent too large a leap from traditional classroom instruction for students with special problems or poor work histories (Price, 1991). The in-class employment simulation has been proposed to provide either an intermediate step between classroom instruction and work placement or as a substitute for placement programs where these are not available (or where the student is not ready for them)(Cairns & Woodward, 1994).

The fact that few such programs have been developed appears to result from two factors: (1) A emphasis on computer-managed, information-based career information programs has substantially improved and customized the delivery of fact-based career education, and (2) Such programs have done little to assist students in translating career knowledge into skilled performance.

To be useful, a simulation must model all of the important skills necessary for a successful transition to work. It must be sufficiently complex to be credible to students, sufficiently comprehensive to satisfy curriculum requirements, and sufficiently uncomplicated to be used by teachers who may be unaccustomed to experiential approaches to teaching and learning.

Benefits of Simulations

Simulation development thus becomes a lengthy process of designing, field testing, redesigning, and further testing, which can tax the resources and the patience of all concerned. Counterbalancing these difficulties, however, are the numerous potential benefits of simulations:

- Learners are provided with opportunities for active experimentation in solving realistic problems which require the integration of knowledge, skills, personal attitudes, and positive work values.
- The essential elements of the workplace are experienced, but without its attendant hazards and inconveniences (Price, 1991).
- Students can formulate and test hypotheses, identify patterns in their own and others' behavior, make decisions and observe consequences which might, on the job, take weeks to transpire.
- They can then use these opportunities to modify their decisions and actions and to observe the impact of such changes.
- Errors can be corrected more readily and without such high interpersonal cost.
- Students learn that individual work effectiveness and the success of the employer's business are a complex, interactive system.
- The connections between profitability, team success, and individual work skills are clearly demonstrated (Corbeil, Laveault, & Saint-Germain, 1989).

Simulations are thought to be effective, in part,because they elicit higher levels of arousal, motivation, task engagement, and quality of problem-solving in students than that offered by traditional classroom methods (Funke, 1988). In addition, they teach persistence, creativity, appropriate help seeking, and cooperative teamwork.

Characteristics Of An Effective Workplace Simulation

Effective work simulations offer the following features:

1. An accurate underlying model of the workplace, containing realistic representations of the workplace, a high degree of similarity between decisions in the simulation and those required in real-life, and realistic, real-life consequences.

2. Objectives which reflect desirable knowledge (facts, concepts, generalizations), skills (literacy, numeracy, self-management, problem solving), and attitudes (cooperation, leadership, initiative).

3. A method for assessing the learner's entering behaviors, skill levels, and employment-related knowledge and attitudes.

4. Activities which engage and challenge the learner while providing opportunities for frequent, overt learner responses to increasingly complex situations; encountering the realistic consequences of personal decisions, evaluating these, and predicting future outcomes: receiving personalized and immediate feedback; reflective self-evaluation through student record keeping (journals or equivalent); instructor review of student progress; multiple evaluation methods built in to the work process, (e.g., teacher observation checklists, student journal writing or 'lab' reports, structured group discussions, and the use of videotaping; a positive record of extensive field testing, to allow potential users to evaluate the validity of the simulation for their context; a well designed and detailed instructor's manual; sufficient structural flexibility to allow the simulation to be adjusted to meet the needs of particular teachers, counselors, and learners and availability of teacher in-service or other forms of support for teachers who are not familiar with the use of simulations in the classroom or with the specifics of one particular program.

The effectiveness of a simulation in a specific context will also depend upon a number of additional factors:

· Characteristics of the learning environment, such as the availability of adequate resources (classroom time, appropriate space) and materials to allow full use of the method.

· The goodness of fit between the larger curriculum learning objectives and the simulation design.

· The particular learner's needs and characteristics.

· The teacher's or counselor's knowledge of, and willingness to use, experiential methods, including adherence to program instructions and effective debriefing procedures.

WonderTech Work Skills Simulation: An Illustrative Case

The WonderTech Work Skills Simulation (WSS) (Cairns & Woodward, 1994) is a classroom simulation which is useful for assisting adolescents and young adults to learn work-transition skills. It incorporates the requirements outlined above through the provision of a complex, interactive structure that provides students with experience in completing job applications, participating effectively in job interviews, and practicing job performance. The simulation focuses on the development of five skill sets which are considered essential by employers, counselors, and employees: basic academic skills (literacy/numeracy), self-management skills, problem-solving skills, co-operative action or teamwork skills, and leadership or initiative-taking skills.

The WSS develops these skills through work in a simulated branch of an imaginary manufacturing company. Students are 'hired' to fill all of the roles in the company, including supervisory roles. The company has four departments (Administration, Materials, Production, and Sales and Marketing) which offer a wide range of positions. Each participant's job responsibilities are outlined for each simulation 'day' in a work-role inbasket. The outcome indicators are multi-dimensional, including, for example, the profitability of the company, the completion of departmental tasks (such as the issuing of paychecks), and individual performance appraisals carried out by supervisory staff. If the company is to survive, all employees must fill their roles effectively, recognizing that the quality and reliability of each person's work performance affects the work of all other players. The simulation is available in paper and pencil or computer-assisted versions.

Summary and Conclusions

Educators are increasingly suggesting that individuals, especially those in secondary and post-secondary education, should have the opportunity to actively experiment with realistic problems as a principal approach to learning (Thatcher, 1990). Some elements of successful preparation for employment, such as résumé writing and appropriate interview behavior, have traditionally been taught, at least partially, through the use of experiential activities in the classroom. However, a more comprehensive approach is needed to teach students to combine discrete skills into a smooth, personal work performance. A workplace simulation can be an effective way to bridge the gap between students' initial cognitive understanding of employability skills and their full engagement in the workplace, with its attendant risks of failure and discouragement (Cairns & Woodward, 1994).

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Conflict In Career Decisions

Larry Cochran

Overview

A value conflict arises when one value can only be realized at the expense of another value. For example, an artist might believe that commercial art provides security, but little creativity. By contrast, independent artists lack security, yet enjoy opportunities for creativity. Across the artist's range of options, realizing one value seems to require foregoing another value. In stronger cases of conflict, a person's whole set of values can be divided into groups that clash with one another. In weaker cases, conflict might be limited to a few values. This digest describes the scope of career value conflict, its developmental significance, and some strategies of conflict resolution.

Scope of Conflict

In three studies of conflict in career values, Cochran (1977, 1983, 1986) found that approximately one of every three significant relations among values was conflicting. In one study, 84 senior high students rated 10 personally selected options on 10 common values (Cochran, 1986). For every pair of values, at least one student demonstrated a conflict. Values that were particularly prone to conflict included salary, freedom in job, security, leisure time, and challenge. For example, the promise of higher salary might tempt persons to sacrifice their free time or fear of insecurity might frighten persons away from challenges. The diversity of conflict was striking.

Even without evidence from the above studies, it seems that conflict within decision making is common. Conflict prompts a decision. If an option existed that met all of one's values, a decision would be unnecessary. Whatever option is examined, there are apt to be gains and losses, and it is this struggle between what to realize and what to neglect that calls for a decision.

Developmental Significance of Conflict

Individuals typically embrace career values as means or vehicles of value, not values in themselves. For example, salary may forward other values (intangible constituents of the good life), but it has no value in itself. The immediate implication is that conflicts between career values cannot be adequately resolved or understood in themselves. Rather, career values are concrete ways to pose fundamental value issues of a person's vision of a good life. For example, can one best attain a good life by increasing one's capability of acquiring goods and services (salary), by avoiding calamities (security), or by becoming a better person (cultivation of talent)? Now, when one career value conflicts with another, fundamental questions arise with some urgency. Is it better, for example, to have the goods most worth having or to become the kind of person most worth being (Feinberg, 1970)? Conflict provides a natural entrance to fundamental questions and meanings concerning a person's implicit vision of life, providing an exploratory depth that might help persons establish stronger priorities and make wiser adjustments.

While there are many reasons for encouraging greater depth in career counseling (e.g., preparation for coping with conflict and compromise), two reasons furnish immediate significance. First, studies of midlife career change (Osherson, 1980) indicate the presence of intense and unresolved conflicts from earlier decisions, conflicts so significant that one can speak of a lost self. One value or set of values is realized at the expense of a core value or set of values, a loss that can eventually lead to crisis. Second, as Taylor (1977) has argued, a person's identity is defined by fundamental evaluations of what ideals should prevail in life. Becoming a person requires a capacity to articulate one's position with the depth necessary to determine compatible courses of action. In this sense, resolving conflict helps one become a stronger agent in shaping a desired life.

Solving Career Value Conflicts

Conflict directs attention and motivates individuals toward a solution. According to Janis and Mann (1977), if the conflict is significant, solvable, and if there is time, a person is apt to be motivated (e.g., vigilant) to explore options, gather information, weigh values, and strive for a solution. Below are seven strategies that counselors might consider as they counsel clients. The first four strategies emphasize dissolving conflict (making it disperse) while the last three strategies emphasize resolving conflict (settling it by resolution).

Correcting Judgments

Conflict is based upon judgments of options. Often, these judgments are faulty or too extreme. In these cases, conflict might be dissolved if misjudgments are corrected. For example, the artist who is noted in the introduction might find that commercial art allows more creativity than originally thought. Corrections of judgments typically arise through further exploration of options, gathering information, and gaining experience. Corrections might also occur through the consideration of temporal changes in occupations. Beginning commercial artists might work largely under the direction of others, but over time, they may become responsible for creative projects. By suspending static judgments of occupations and by considering how occupations change over time, conflict can sometimes be realistically dissolved and converted into anticipated challenges (e.g., to perform well enough to earn more responsibility).

Expanding Options

Ordinarily, a conflict is limited to a range of options. For example, creativity and security might conflict with one another, but only within a particular set of options. By searching more broadly, a person might discover options accompanied by little or no value conflict. One should also consider how a value might be satisfied in other outlets, such as recreational pursuits, volunteer work, or civic participation.

Examining Influences

A variety of transient and extraneous influences can make a particular value unjustifiably prominent. A peer group, family, television, or a romantic relationship, can render a salient value, upon closer examination, as not pronounced at all. In these cases, it is important to trace the basis for a value and try to determine whether it will be an enduring desire or a momentary urgency.

Reconceptualization

Values might clash because they have been conceived narrowly, vaguely, or in a distorted manner. In these cases, values can be conceived more broadly, more sharply, or with more balance. By helping clients to refine, extend, and elaborate meanings, conflict due to faulty conception can often be reframed and minimized. Also, a more adequate set of indicators (i.e., how one could determine if an option had the quality desired) can be identified.

Personal Change and Development

Consider a conflict between confidence and challenge. The person feeling confident in jobs that lacking challenge, might lack confidence in challenging jobs. In a case such as this, conflict could be dissolved if the person became more capable of undertaking challenges without excessive discomfort. Numerous difficulties (lack of esteem, shyness, etc.) call for personal development in order to realize other values (see discussion of meta-cognitions in Peterson, Sampson, & Reardon, 1991).

Seeking Complementarity

As ends in themselves, two values might be at odds. However, if considered as means to fulfill one's vision of a good life, incompatible values can sometimes be made complementary. For example, salary and time-off might conflict with one another, but each might also be important in forwarding a common end such as the quality of family life. By seeing how each value complements the other as means toward a common end, a conflict is placed in perspective. A client can consider each value in preparation for evaluating options and making wise compromises. Common ends can be explored by asking clients why they prefer, for instance, higher salary.

Setting Priorities

Perhaps the most natural way to resolve conflict is to determine which value is most important. Suppose a client was faced with a choice between a job that was interesting but low in salary, and a job that was uninteresting but high in salary. Such a conflict might be resolved by whether or not salary was more important than interest. Sometimes, a priority is obvious. At other times, a person must decide which value should prevail in an envisioned course of life. The peculiarity of this decision is that a client does not decide between options, but between values, weighing their relative advantages and disadvantages for the future. Occasionally, clients can transcend a conflict by considering their priorities. For example, a client might find that the conflicting values are relatively unimportant when they are compared to other core values.

Conclusion

The techniques chosen in career counseling largely determine the contents of awareness. Some contents are apt to become visible while others remain invisible. Unfortunately, traditional techniques of career counseling tend to make value conflict invisible. For example, conflict is not apparent in interpreting an interest test or a test of work values. Conflict can, however, be made apparent through a career grid (Cochran, 1983) and through some forms of discussion. In short, recognizing and dealing with conflict requires a change in career counseling practice. The immediate question, then, is whether or not it would be worthwhile to make value conflict a part of career counseling.

In cases where conflict can be dissolved, it need not become a focus of attention: future experiences might stimulate the necessary corrections. However, if strategies are constructive (e.g., there is nothing wrong with searching for better options), conflict in such cases need not hamper counseling with irrelevant and negative content. In cases where conflict must be resolved, it seems necessary that conflict be recognized, understood, and dealt with in some way. Resolving conflict is crucial because the clashing values have such strong developmental implications.

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Pattern Identification Exercise

Norm Amundson

Overview

Career exploration typically involves the investigation of personal factors: interests, aptitudes, values, and personal style.(Amundson, 1989). This investigation along with labor-market considerations, can require considerable time, particularly if counselors use qualitative or standardized measures to investigate each factor. Given the time limitations of most counseling situations, and the desire to be efficient and comprehensive, there is a growing need for new methods of career assessment (Amundson, in press; Eckert, 1993). One such approach-the pattern identification exercise (PIE)-has been used effectively in both individual and group career counseling (Amundson & Cochran, 1984; Amundson & Stone, 1992). PIE starts with past experiences and, through an in-depth questioning process, seeks to identify personal patterns which are of relevance in establishing career pathways.

Discussion

The guided inquiry procedure, developed in the field of rhetoric by Young, Becker, and Pike (1970), served as a starting point to develop the PIE method. These authors used a wide range of perspectives and questions to explore and understand new languages and situations. This was the stimulus for a structured questioning method (PIE) which could be utilized in career exploration.

A premise underlying PIE is that the experiences which form the basis for career exploration can come from *any* aspect of life. The experiences of each person are unique and a detailed and careful examination of these experiences will reveal some common life patterns. To illustrate, a leisure activity, such as playing tennis, can be appreciated for its social elements, the physical activity, the opportunity for competition, or some other reason. The way in which a person plays (during good times and during challenges) may reflect patterns about motivation, planning, attitude, and self-concept. Uncovering these patterns can reveal important personal insights which have direct relevance to career choice, job search, and job satisfaction.

This process of exploring experiences is as important as the questions which are used to stimulate discussion. The client is actively involved in the generation of information, the interpretation of meaning, and the application of new insights. A collaborative working relationship between counselor and client must be maintained throughout (Gelso & Carter, 1985). The client is respected as the final authority in the identification of patterns. The counselor has an opportunity to provide input, but this is always done in a tentative manner, after the client has had a full opportunity to identify patterns.

The number of experiences to be analyzed varies, depending on motivation level and the amount of time available. Typically, the analysis would not extend beyond two or three experiences. Each analysis has the potential to add new patterns, but there also will be considerable overlap. The counselor plays an important role in introducing the exercise, but the expectation is that the client will be able to work independently or with other people in a group to conduct further analyses. The client is learning a method of inquiry in addition to learning how to identify particular patterns.

Steps In Conducting PIE

PIE involves client and counselor in a defined exploration sequence. A considerable amount of information is generated prior to identifying patterns. It is often helpful for the counselor to take notes. If note-taking is used, it should be discussed with the client who should have full access to the information.

The steps of inquiry which characterize PIE are as follows:

1. Ask the client to think about some activity from leisure, education, or work which is particularly enjoyable. Ask the client to think about a time when this activity was very enjoyable and a time when the activity was less enjoyable.

2. Have the client sequentially describe in detail the positive and negative experiences. Some open-ended questions can be asked at this point to facilitate a full description. Some of the issues to explore include the people involved, feelings, thoughts, challenges, successes, and motivations. Also, what are the dynamics that differentiate the positive and negative dynamics? Depending on the situation, it may be helpful to question some of the contextual issues. Questions in this regard focus on how the client's interest developed over time and what the client projects for the future.

3. After a full discussion, have the client consider what types of patterns are suggested by the information. Give the client every opportunity to make connections and pro-

vide him or her ongoing support and encouragement. Ask how each specific piece of information reflects something about the client (i.e., goals, values, aptitudes, personal style, interests).

4. At this point, the counselor can provide some input. Counselor statements should be tentative and linked positively with client comments. While this can be an opportunity for reframing, it is important not to lose sight of the client's contribution.

5. Connecting the above information and analysis to specific career themes can now be addressed. As above, the client speaks first, followed by the counselor. The question here is how personal information relates to career choice and action planning.

The above sequence of inquiry can be repeated for several activities. The counselor serves as a guide for the analysis, but at some point clients should be encouraged to conduct their own independent inquiry (perhaps as a homework assignment).

In group counseling, the counselor starts by demonstrating the inquiry process with a member of the group. Participants are then paired off and instructed to follow the steps of analysis with one another. The counselor serves as a consultant while the members discuss and analyze their experiences. After a designated period of time, the group comes together for debriefing.

Positive reports have been obtained from a wide range of clients. Comments often refer to the surprisingly potent nature of the activity, particularly when focusing on leisure activities which initially seemed of little consequence. When teaching the PIE method to counselors, it has been important to illustate the activity through experiential exercises. As with clients, the counselors have been impressed with the quality and quantity of information that con be generated through the intensive examination of relatively innocuous experiences.

Conclusion

PIE represents a comprehensive method for exploring career themes in that is uses experiences as the raw material for analysis. Exploration is client-centered, with the counselor assuming a facilitative rather than an "expert" stance. Through this mode of inquiry the client identifies patterns of action which relate to goals, values, interests, aptitudes, and personal style.

There are several advantages to using the PIE approach. The most obvious advantage is that PIE offers one procedure to evaluate the client's interests and values. The inquiry has credibility since it is based on life experiences, which are interpreted and validated by the client. Through this approach, clients engage in an activity which not only provides insights, but also teaches a procedure for ongoing self-analysis.

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Creating Self–Portraits

Dave E. Redekopp, Barrie Day & Kris Magnusson

Overview

Creating Self–Portraits (Redekopp, Day, Magnusson, & Durnford, 1993) is an individual and/or group career development tool designed to assess without testing. While adopting a developmental approach (e.g., Gelatt, 1989; Magnusson, 1990; Super, 1985) to career assistance, it became apparent that testing was often counter–productive. Rather than helping clients "know themselves," tests frequently abdicated clients from their self–examination responsibilities. Tests provided clients with labels (e.g., ENTJ, RIA, learning disabled, blue, analytic); once labeled, clients felt no need to further self- analyze. This result was particularly troublesome because the labels were not all–inclusive; they encapsulated only one component of the person's being (e.g., interests, aptitudes). Obtaining a classification of only one part of themselves (such as interests), clients had a tendency to stop exploring other aspects (such as values).

The self–discovery barrier was not the only difficulty with tests. A large number of tests also prevented an open exploration of the world of work. Clients were looking to tests to discover "what they should be," and they displayed a strong tendency to believe—often blindly—the test results. To dissuade them of these rigid beliefs, it was pointed out that tests can provide only a sample of possible occupations and that further exploration was necessary. After some time, questions arose as to the usefulness of using methods that had to be disqualified.

The above problems would not have been so troublesome if clients and the labor market stood still. New occupational roles were (and still are) emerging almost daily and existing roles were (and still are) changing daily. Clients, too, were changing. "Technophobes" learn to love computers as they acquired the necessary skills; employees blossom into entrepreneurs; and academics become avid marketers when exposed to the appropriate mentors. The labor market was becoming a "work dynamic" (Redekopp, Fiske, Lemon, & Garber–Conrad, 1994) in which clients were able to participate once they were provided with meaningful developmental experiences. It was found that the tests that matched traits with occupations were inadvertently arresting clients' development with regards to seeing their own development and the changing nature of work.

Some of these problems were resolved in the same way other career development practitioners have been doing for years: by taking a considerable amount of time to explain to clients the theories behind the specific tests, the difficulties of test construction, the specific meanings of test terminology, and the limitations of test results.

A tool was needed that would help people understand themselves (a) in a way that would encourage further self–exploration; (b) in a detailed and broad manner (i.e., including many parts of the self, each part being examined comprehensively),(c) in a way which accommodated change over time; (d) without labels, classifications, or taxonomies;(e) using their own terminology rather than borrowing terminology; (f) in a way that did not link the individual's self–exploration with an occupational role or set of occupational roles (i.e., divergence promoting rather than convergence promoting).

Description

Creating Self–Portraits is a simple method that assists clients to examine themselves from four aspects:

1. Meaning (values, beliefs, interests, and barriers to meaning)
2. Outcomes (the components of a dream or future vision)
3. Activities (including preferred, past, and needed)
4. Tools/techniques (including skills, knowledge, personal characteristics, and attitudes)

A semi-structured interview format is used to explore each area. It may be conducted in an individual or group setting and usually lasts one to three sessions. (For details, see Redekopp et al., 1993.) The responses are laid out in four columns on a large (17" x 22") sheet of paper. A partially completed Self–Portrait is shown below:

[illegible]	[illegible]	[illegible]	[illegible]
Values • people • knowledge **Beliefs** • change is constant **Interests** • innovating • leading **Barriers** • finances • energy	**Personal** • travel • kids • old cars **Work-Related** • new career development • tools/methods • international career centre **Educational** • broad areas	**Preferred** • proposal writing • public speaking • researching **Past** • teaching • managing projects **Needed** • 2nd language • international network	• technical writing skills • planning skills • budgeting skills • career development theory • educational psychology • work dynamic • perseverance • honesty • stability

Meaning

The "values" portion of the "meaning" column is intended to capture items of fundamental importantance to the client. These are neither right nor wrong; they are simply important. Values are the client's enduring motivators. The "beliefs" component attempts to identify elements of the client's world view. These include opinions about self (e.g., "I'm not very smart."), conduct (e.g., "A stitch in time saves nine.") and the world (e.g., "There are no jobs.") Beliefs guide the client's approach to fulfilling values. Some may need to be changed if the client is to move towards his or her outcomes. The "interests" section captures events that the person enjoys. The interests need not be valuable (e.g., one can value children without being interested in working with children) or in conformity with belief systems they are just fun and enjoyable. "Barriers" are conditions that prevent meaning from being fulfilled. These are often the "yes, buts" of counseling sessions (e.g., "Yes, I'd love to find work, but there are no jobs.").

Outcomes

The "outcomes" segment describes the person's dream or vision. The "dream" is the individual's conception of a preferred future, a broad description of what life would be like if everything went the person's way. The intention here is to list features of the "best of all worlds" for the client, regardless of the realism of these features. "Personal" outcomes comprise the hopes and aspirations for non-work achievements (e.g., living on an acreage, being healthy). The "work-related" outcomes section delineates the ideal accomplishments that the person sees being met through work (recognizing that the personal/work distinction is rather arbitrary). The "educational" outcomes address the person's desired learning achievements.

Activities

Within the "activities" column, "preferred activities" extend the dream by portraying what the person wishes to do on a day-to-day basis. "Past activities" include virtually everything the person has done in the past that he or she wishes to record. This may range from "repair cars" to "break and enter" to "negotiate bargaining agreements." "Needed activities" are those actions the person should take to start moving towards the dream. In some cases, these will include "strengthen the dream" for clients who have had little opportunity to do so. In other cases, where the dream is well established, these activities may be very focused (e.g., develop database programming skills).

Tools/Techniques

The "tools/techniques" column lists all the skills, knowledge, attitudes and personal characteristics that the person has used in "past activities." For example, to "break and enter," one needs planning skills, knowledge of security systems, a preference for risk (attitude) and cool-headedness (personal characteristic).

Conclusion

Rigorous evaluations of Creating Self-Portraits have not yet been completed. However, clients report that they enjoy and feel morivated by the process. They feel less pressure to make the right "big decision," they understand themselves better and they become more flexible/adaptable. The self-portrait is a living document that keeps pace with the client's changing perceptions of self and, as such, it provides a blueprint for exploration and/or other career-planning processes. More importantly, clients who use self-portraits report making life and work choices that are meaningful and that have enduring value. Creating Self-Portraits seems to enable them to "follow their hearts" (i.e., dream) and "focus on their journeys" while doing so. (See Redekopp, Day, & Robb, 1995).

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Ethnographic Questioning in the Career Counseling Interview

Elizabeth Banister

Overview

Cultural reality guides and interprets social behavior (Geertz, 1973). Culture provides a direction for discovering a sense of coherence between stability and change (Bruner, 1990). In this respect, the conditions for initiating therapeutic change are established when clients become aware of some of the cultural rules and maps by which they live.

Ethnographic research's rich heritage focused on some of these cultural phenomena. A set of questioning techniques developed for ethnographic research has been applied directly to the career counseling interview, based on the understanding that research concepts can be integrated with counseling skills (Gale & Newfield, 1992).

Discussion

Ethnography assumes that dimensions of meaning in cultural experience can be uncovered through the study of language (Goodenough, 1957). Even though some cultural knowledge is expressed explicitly through language, a large part is tacit or hidden from view (Spradley, 1979). It is through individuals' behaviors that cultural knowledge finds expression (Geertz, 1973). For example, prior to the feminist movement, women entering traditional marriages expected inequality in marital relationships. This tacit knowledge about gender roles and expectations would be manifested in various forms of the women's behavior. Incorporating ethnographic questioning within the context of the career counseling interview aims at revealing aspects of such cultural knowledge.

Ethnographic Questioning

Within the context of the interview, counselors can employ Spradley's (1979) ethnographic questions to help organize an understanding of clients' views of reality. I have adapted the following three major categories of ethnographic questions (Goetz & LeCompte, 1984) for use in a career counseling interview:

1. *Descriptive questions* elicit clients' thoughts on some aspect of their culture or world. A mini-tour question can generate detailed accounts of the client's world as it is lived out in specific everyday activities--the context in practice. "When you talk with your partner about your career plans, what would each of you typically say?"

2. *Structural questions* generate the domains clients use to describe their worlds. In conversation, people link key terms and phrases using words which indicate semantic relationships. Terms which convey semantic relationships afford a means for discovering connections among aspects of experience. In the following example, the counselor poses a structural question using a phrase "part of" to indicate a semantic relationship between two of the client's phrases ("feeling guilty" and "striking out on your own"): "Would you say that the phrase you used, `feeling guilty' is part of your experience of `striking out on my own'?"

3. *Contrast questions* are used to discover the meanings of, and the relationships among, the terms that clients have already mentioned. There are three types of such questions:

· Dyadic questions. Clients are invited to describe the difference between two terms or phrases. "I'm interested in the differences among the parts of being anchored.' What is the difference between `feeling guilty' and `feeling trapped'?"

· Triadic contrast questions. Clients are invited to describe distinctions between three terms or phrases. "Of the three terms, `there's no growth,' `feeling guilty,' and `like a ball and chain,'which two would be similar and which one is different?"

· Rating questions. Clients' values are discovered through the use of rating criteria. "Of the three terms, `irresponsible,' `selfish,' and `independent,' which one is the most difficult?"

Introducing The Ethnographic Conversation

Ethnographic interviewing represents a departure from traditional interviewing techniques.Therefore it may be important to let clients know at the outset that a different interview process will be taking place. This will ensure that clients' expectations for counseling are not violated. In setting the stage for ethnographic interviewing, the following aspects are important to keep in mind and to address with clients:

1. Clients are "teachers" and counselors are "learners." Counselors want to learn about clients' experiences.

2. Client and counselor will collaborate as they search for client patterns of thought and behavior.

3. Different kinds of questions will be posed throughout the interview. When appropriate, an explanation will be given each time a question is introduced so clients can adapt their thinking to the new direction.

Getting to Client Truths: Ethnographic Strategies

Aside from the question types described above, specific principles and procedures inherent in ethnographic research can be applied to a career counseling interview.

1. *Mapping Tasks:* Clients are invited to draw a map of a particular career-related experience (i.e., goals, relationships). Through the diagram, clients visualize relationships among aspects of the cultural scene. "You've said how you think family members influence your career choices. I'd like you to draw a map to show who these people are and how they are interconnected. Draw lines to show who talks to whom. What would/wouldn't be said about your career plans?"

2. *Cultural Framework Principle* (Spradley, 1979): Questions posed in cultural terms invite clients to take into account the socio/political/historical realities of their experiences. Because clients' concerns are often conceptualized in terms of linear assumptions, new meaning can be strengthened as they view themselves in context with others. "What might we hear other midlife women say about their career decisions?"

3. *Context Principle* (Spradley, 1979): Repetition of contextual information places clients in the setting and facilitates recall of significant details of experience. "You said your career choice was the topic of conversation during Sunday dinner. How did that come up and what was the result?"

4. *Self-Philosophy Questions:* Often, clients' questions and answers posed during the interview reveal significant aspects of their experience.

· *Self-philosophy opening question.* Clients are invited to focus on what is foremost on their minds. "What is the main question you keep asking yourself about choosing a career?"

· *Self-philosophy summary question.* Clients are asked to reflect on the possibility of a change in perspective. Further inquiry will depend on whether the client's question is the same or different from that posed at the beginning of the session. "Your main question was, `How will my marriage be affected if I return to school?' What would be your question now?"

Summary

In relation to a career counseling interview, this present work offers clinicians a description of various ethnographic questions for pursuing cultural meaning. First, descriptive questioning encourages the telling of stories and clarification of clients' experiences. Second, because clients concerns are often conceptualized in terms of linear assumptions, structural questions that bring forth the connectedness of experience can strengthen new meaning and create a sense of coherence. Finally, contrast questioning can reveal deeper meaning and thus allow clients to entertain alternative viewpoints from within the cultural/historical/gender sensitive context. The key point is that the focus on language generates a different kind of career counseling interview, one which uses client language to reveal tacit cultural knowledge.

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A Model for Group Employment Counseling

William A. Borgen

Overview

The model of group counseling presented in this paper is based on several studies by Borgen and Amundson regarding people's psychological reaction to unemployment (Amundson & Borgen, 1987; Borgen & Amundson, 1987).

The Experience of Unemployment

Within the current economic context of rapidly changing labor market opportunities and structural unemployment (Herr, 1993), many people are faced with the prospect of not simply losing a job, but a way of life. The loss affects the core of being and can result in a series of emotional reactions that approximate loss reactions (Kubler-Ross, 1969): namely denial, anger, bargaining, depression, and acceptance. Coupled with loss is both the confusion of setting a new career direction and the stress associated with the job search. The end result can be an emotional roller coaster which distracts the person, the family, and the professionals trying to offer assistance.

Coping with Unemployment

Amundson & Borgen (1987) identified several factors that either helped or hindered the unemployed. Facilitating factors included support from family and friends, positive thinking, career changes and retraining, part-time or temporary work, job-search support groups, vocational counseling, initial job-search activities, making job contacts, and physical activity. Hindering factors were job rejections, financial pressures, contacts with government agencies, unknown or negative future, ineffective job-search activities, negative thinking, and spouse or family problems. The hindering factors reflect the stress of the job search, the re-definition of self associated with unemployment, and strained relationships. The facilitating factors focus on relationships and meaningful activities.

The Impact of Group Employment Counseling

Taken together, these factors pointed to the potential of group employment counseling. In a group context there are opportunities for support and meaningful exchange with others. In order to examine this further, Amundson & Borgen (1988) investigated the experiences of people who had been involved in a variety of group employment counseling programs. Participants were contacted three to five months after the groups had finished. Group employment counseling resulted in a dramatic upswing that, in some cases, led to a job (48%) and, in other cases, led to sustained, independent job-search activity (52%). Timing of the group experience seemed particularly important. Emotionally speaking, some people tended to drift slowly downward after two months of being unemployed, while others maintained a positive outlook for up to six months, after which they experienced rapid emotional decline. Participation in the group some eight to nine months after job loss seemed to produce an "emotional rebound," where people were able to maintain a more positive outlook whether or not a job was found.

When participants described their group involvement, they emphasized what they had learned, the support that they had received, and the ways in which their self-esteem had been enhanced. They appreciated the structured learning activity which was meaningful and which enabled them to meet others facing similar experiences. For most people, their main regret was that they had not joined a group earlier.

A Group Employment Counseling Model

Based on the information that task (i.e., structured learning activities) and social support aspects of groups were about equally helpful, a group employment counseling model was developed. The model has two emphases: acquisition of relevant skills and information (the "educative" element), and the development and maintenance of a constructive attitude, which is often impeded by unrecognized emotions such as anxiety, fear and depression.

The group counseling model (Borgen, Pollard, Amundson, & Westwood, 1989) focuses on the development of knowledge, skills, and personal awareness. These three elements are important regardless of the purpose of the group, be it career exploration, career decision-making, job search, or coping with unemployment. Within this approach, participants have the opportunity to acquire relevant information, practice skills needed to be successful, and address any barriers that they may be facing.

The model, depicted in Figure 1, has five core elements:

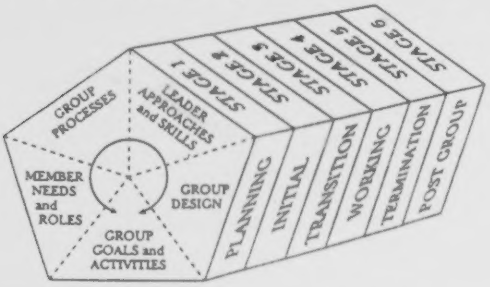

Figure 1. Group counseling model
From: Borgen, Pollard, Amundskn & Westwood, (1989) Employment groups: The counselling connection, p. 261. Used with permission.

1. The *group goals and activities* define the purpose of the group.

2. *Member needs and roles* develop from two sources: (a) needs related to the career challenges of members, and (b) needs related to being a group member: inclusion, control, and trust (Schutz, 1958).

3. The *group processes* influence the functioning of the group and include communication, norm setting, decision making, confrontation of the problem, problem solving, and conflict management.

4. *Leader approaches and skills* include personal qualities necessary for group leadership approaches (directing, influencing, assisting, and delegating) that promote effective group leadership, and particular skills (reaction, interaction, and action) necessary to respond to the needs of group members at various stages of group development.

5. Group design focuses on sequencing group activities to be congruent with both group purpose and stage of group development.

The stages of group development provide a second dimension to the model and are consistent with Tuckman's (1963) overview of group development.

1. The *planning stage* provides a foundation for the group. Initial referral and screening are important to ensure member needs match group goals.

2. When group members first come together (initial stage), there is a need for members to feel part of the group (inclusion). In this stage, it is important to focus on the integration of individual and group goals and the establishment of group norms.

3. As members become more aware of the needs of each other and the leader, the issue of control can become more central. This leads to a *transition stage* in which there is greater potential for reluctance and conflict.

4. Following this period of potential unrest, group members move into the *working stage,* characterized by greater trust and an emphasis on commitment and productivity. The group functions with greater autonomy, and there is less reliance on the leader for support and direction.

5. As the group approaches the *termination stage* there is an opportunity to integrate what has been learned and to plan for goals. Emotionally, there may be feelings of loss which need to be acknowledged by the leader.

6. The *post-group stage* involves meeting after the group has finished to provide continued support and encouragement.

The model is fluid and dynamic. The five components of group development influence, and are influenced by, each other. They require the group leaders to be aware of group member needs and to modify activities and leadership approaches accordingly. In addition, the stages of group development do not proceed in a linear fashion. Members often return to earlier stages in their general progression through the group. Leaders need to be aware of which stages group members may be in at any particular time so that the leaders can tailor their approach and skills accordingly.

Conclusion

Within the current context of structural change in the labor market, groups that assist people in developing or changing career directions are particularly important. The goal of these groups is to help people (a) develop communication and other skills needed to gain personally relevant information related to their fields of interest, (b) gain information about the current economic climate and labor market opportunities, and (c) develop sufficient self-confidence to be more self-sustaining in maneuvering towards their goals.

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Extending the Reach: Distance Delivery in Career Counseling

Mildred Cahill & Sandra Martland

Overview

Generations of rural people have relied on resource industries for their livelihoods. In many areas, these career opportunities have been eroded by changing trade policies, technology, and the depletion of renewable resources. Career education and counseling are more important in modern rural societies than ever before, but providing services to a dispersed population by conventional means is costly and, in many cases, impractical. Modern technologies now allow career counselors to deliver their services from afar.

Discussion

Distance Career Counseling

Distance education grew out of efforts to provide academic courses in schools that could not afford conventional methods of teaching. However, Pelton (1991) emphasized the need for sensitivity to geographic and cultural differences to avoid using communication technologies for "mindless megatraining" (p. 5). In distance career counseling, four factors must be considered.

1. *Community Characteristics:* Most career counseling theory is rooted in an urban-industrial environment and value system. For example, job-search skills include some forceful techniques that make sense in a competitive labor market where employers do not know one applicant from another. However, the more informal hiring practices in many rural communities make it improper to use tactics such as follow-up telephone calls for making oneself more visible. Additionally, there are differences between rural communities in terms of location, history, transportation links, and economic base. Some communities embrace a set of values and practices that approximate those of urban society; others have very different customs. Where communities lie on the rural-urban continuum has a major influence on the career education needs of residents.

2. *Nature of the Labor Market:* Conventional career development theory assumes a diverse, specialized labor market. Most rural communities have a narrower range of occupational opportunities and are more generalist, with people engaging in multiple activities in both formal and informal labor markets. Because rural communities are not smaller versions of urban society, career paths and career values are significantly different. In fact, rural Canadians likely have more in common with rural people in other nations than they have with urban Canadians (Whitaker, 1988).

3. *Rural Communities in Transition:* Rural labor markets are changing. Non-traditional businesses and occupations are emerging, but the process of economic diversification is uneven. Some communities are quick to seize opportunities while others avoid the risk and uncertainty of change. Communities have a significant influence on people's occupational goals and expectations, propensity for risk-taking, approaches to problem-solving, and self-concept, all of which are important to career development.

4. *Rural Culture:* Environment shapes language. People develop a sense of the meaning of words from personal experience. Shared language is fundamental to any teaching. Experiences with career education programs show that it is important to understand the implications of even a simple word such as"work." When most people think about going to work, they envisage working for an employer in exchange for money and fringe benefits. In non-industrialized areas, work entails not only wage-earning labor but any activity that contributes to the standard of living of the household (Hill, 1983). Rural careers involve a wide range of non-market activities. Distance career counselors must develop sensitivity to the differences between their own culturally-derived assumptions and those of their clients, and use language that the client finds meaningful.

Developing Distance Career Programs

Distance career counselors use a variety of communication technologies to deliver programs. Each technology has strengths and weaknesses and the choice depends on the task, the availability of equipment, and the cost. An effective means of distance counseling is audio-teleconferencing: it is accessible, affordable, and a comfortable medium for discussion. The authors' programs generally incorporate 8-12 teleconferences of 90-120 minutes each (Cahill, 1994; Cahill & Martland, 1994; Garlie, Lilly, & Mulcahy, 1994). Most clients use temporary sites fitted with portable equipment which has been shipped to host communities before the program begins. Any facility that has regular telephone service is viable: hospitals, schools, and community organization offices. Each site has a microphone and speaker box which are linked to other sites, allowing participants to speak and listen to each other. The system ensures confidentiality, which is important to promoting free and open discussion of personal matters. It also allows counselors to use guest speakers. Young, rural women have been introduced to nontraditional occupations via rolemodels in teleconference sessions; others have been provided information on rural-development initiatives through their interaction with a panel of community and government representatives. Guests participate from their homes or offices, making it convenient to engage competent resource people.

The widespread use of video-cassette players allows counselors to demonstrate skills and to stimulate discussion of sensitive issues using video. Video cassettes have been produced to give parents ideas for helping their children explore career options, to encourage young women and teenaged mothers, to help career drifters examine their lives and their feelings, and to teach peer and lay counselors to aid others.

Print materials are also integrated into programs. Workbooks explain career development issues and strategies and provide clients with a record of their experiences. Supplementary materials give information on the local labor market. Counselor handbooks offer detailed suggestions for delivering the programs. By adding their own supplementary materials, counselors can adapt the programs to any locality.

In developing and delivering distance career counseling programs, several factors will enhance success:

1. *Partnerships*: Community-based partners, whose mandate and/or activities agree with the program, must be actively involved throughout. Possible partners include schools, community colleges, co-operatives, development associations, business organizations, farm associations, unions, rural women's associations, youth groups, and native organizations.

2. *Program Content:* Variations among rural communities demand that programs remain flexible and adaptable. Within a general framework, local considerations may require career counselors to add, drop, or modify program content.

3. *Program Delivery*: Many community associations are willing to volunteer their facilities. In one program, participants used fax machines to introduce themselves and handle information requests during the program. A local coordinator received bulky materials and distributed them to participants as needed.

4. *Program Administration*:Many administrative tasks can be simplified with local on-site coordinators. Local knowledge can help avoid problems.

Conclusion

Society's ability to communicate rapidly and cheaply over long distances is changing the way institutions function. Career counselors can develop programs that meet the needs both of rural residents wanting to pursue careers in larger urban centers and of those wanting to create their niche in a changing rural society. To be successful, career counselors must provide partners with a realistic assessment of the effort required, give adequate support throughout the process, and establish regular communications to monitor progress, address problems, and develop mutual feelings of trust and inclusion.

The experience of the Centre for the Development of Distance Career Counselling demonstrates the effectiveness of using communications technologies to help people in remote communities explore alternatives and manage their careers. Counselors have only begun to tap the potential unleashed by new media. As distance career counselors develop their mediaskills, they will discover new ways to improve the quality of career services to remote communities.

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Delivery of Career Counseling Services: Community Access - The Role of Employers

Denis Marceau and Marcelle Gingras

Overview

Canadian society is beset with major problems which are particularly visible among our youth: the high-school dropout rate is over 35%, many students are undecided about careers, and youth have the highest unemployment rate, at about 13%. Governments, educators, employers, and the public realize that young people are not sufficiently prepared for the workplace. This lack of preparation has major economic, social, and political impacts.

Despite professional counseling and courses on career choice in our schools, students say they are poorly prepared to meet the challenges in society. They report lacking information about the workplace, not understanding the link between academic subjects and the requirements of work, not seeing the relevance of what they are learning, and lacking academic motivation (Dupont, Gingras, & Marceau, 1992). New educational strategies are needed to help these young people.

Career Education

Career education is based on two fundamental principles: infusion (maintaining a career emphasis throughout the curriculum) and collaboration (making education a joint effort between the community and the educational system). The aim is to facilitate adaptation into professional society. Career education skills include basic academics (reading, oral and written communication, mathematics), productive work habits, work values, decision-making, job-seeking and job-holding skills, skills for understanding self and educational/occupational opportunities, skills for combating stereotyping (and other factors that reduce freedom of educational and occupational choice), skills required to humanize the workplace, and skills required to make meaningful use of leisure time (Dupont & Gingras, 1990; Hoyt, 1978; Wittorski, 1994). Overall, these initiatives help prepare students for the workplace by creating strong ties between the world of education and the world of work. Collaboration thus becomes an essential element in these programs.

Partnerships

In order to benefit all partners, collaboration must satisfy certain conditions (Blair, Brounstein, Hatry, & Morley, 1990; Landry, 1993):

- mutually clear, shared needs and objectives.
- freedom to participate by all players
- respective roles must be identified and accepted by all
- strong leadership by credible people capable of managing the collaboration
- adequate human and material resources
- an efficient, flexible organization representing all partners (teachers, guidance counselors, parents, and employers) in a relationship between equals
- clear, well-planned, organized interventions

A study of employers, teachers, school principals, guidance counselors, and parents in the Eastern Townships of Quebec (Dupont & Mialaret, 1990) revealed that educators, parents, and representatives of the business-industry-labor community agree that all parties must be committed to preparing young people for the workplace. Employers indicated they were ready to commit themselves to collaboration between the workplace and education, and that the collaboration could take many forms: (a) on-the job training; (b) informing educators and students about their expectations for workers; (c) facilitating tours of the workplace to allow students to observe workers at work; (d) collaborating in teacher training to ensure adequate knowledge of the workplace and of vocational requirements; (e) supplying students educators, and parents with brochures, posters, and audio-visual material on their businesses; (f) participating actively in career-days, promoting co-operative learning programs, and unpaid work experience, and talking and meeting with students in school; (g) conducting information sessions for teachers and guidance counselors on subjects like the job market and work-related problems; (h) financial support; (i) lending of tools and machinery; (j) tutorials; (k) adopt-a-school.

Course Of Action

Building on the concept of career education and the results of many studies, the Centre de recherche sur l'éducation au travail (CRET) (Centre for Research on Education at Work) at the University of Sherbrooke recently developed a pilot project on partnerships between the academic world and the workplace. The project has two parts:

1. Developing an education resource database, set up by business, for schools and services in the Eastern Townships;

2. Giving pedagogical support to work-related educational resource experiments.

One resource database (Marceau & Gingras, 1993), lists 300 businesses, organizations, and associations available for talks, industrial tours, meetings with young people or adults, short-term on-the-job observation sessions, written or audiovisual documentation production, or any other type of informational activity. The database's basic goals include encouraging community participation in career education; coordinating workplace resources to help organize vocational guidance and professional placement activities; offering new activities and methods for exploration leading to a wider understanding of the workplace; helping organizations better understand educational practices and making known to educators businesses' training expectations.

The pedagogical support consists of supplying educators with the necessary framework to use the resource database. Some of the assistance given to teachers entails explaining how to integrate workplace concepts into educational activities; helping develop educational strategies using resources in the database; advising on the implementation of these strategies; and, helping to assess the impact of career education.

At the present time, employers are showing great enthusiasm for the project. Participating educators are happy with the collaboration and appreciate the information in the database, even if they must sometimes alter their educational practices to incorporate the resources. Students seem happy with the curriculum changes and show greater interest in the classroom, especially when workplace representatives are present.

Summary And Conclusion

To better prepare young people for the workplace, clearer ties must be established between education and the workplace. In the collaboration-based, educational approach of the project described in this paper, employers play a central role. However, even if employers' commitment to the education process is strong, the rules of the game must be spelled out at the beginning if a real partnership is to be established. It is important to set up a council made up of representatives of the various partners to oversee the partnership. It is necessary to define objectives together, to reach consensus on the common goals, and to name someone credible to manage the project. Finally, a tool like an employer database, and eventually an employee database, is indispensable both for the information supplied and for the time saved by the players.

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A Three-Tiered Model of Career Counseling Services

Ralph Kellett and Stuart Conger

The increasing probability that the average person will have many jobs over a lifetime is accompanied by a growing recognition of the need for lifelong career development services. To provide a coherent and articulated system for career and employment counseling, it has been suggested (Premier's Council on Lifelong Learning, 1993) that counseling services for adults should be organized in a three-tiered structure. The argument for using such a structure is to ensure that individuals have access to a counselor in accordance with the individuals' level of need. Identifying needs and offering targeted assistance is at the foundation of a tiered organizational structure.

A three-tiered organizational structure for counseling would offer comprehensive service to clients of all ages and stages of career development. Services from all three tiers could be offered from a single Career Service Center, which may house the different services in one location, or be provided geographically by various agencies in a municipality. In addition to serving adults in transition, the Career Service Center would provide services to the secondary schools.

First Tier — Career Exploration

The focus of the first tier of service would be on self-exploration and career assessment. There would be a guided self-serve information system to meet the widespread need for occupational, educational, and labor market information. It would be the first stop for almost all clients who currently go to varied agencies for this type of information; such clinics presently strain existing resources which provide this service, mostly via individual counseling. Some of the occupational, educational, training, and labor market information that is required can be obtained on a self-serve basis.

Coached Self-Help

There are people who are not served properly by "self-serve" systems, and frequently the most needy clients are confused and intimidated by this kind of service. Therefore, it is important to have a coach to ensure that visitors can define what they want and then find it.

Computer Assistance

Many people who have little difficulty in working with a computer, prefer this mode of help. This is particularly true for clients who have developed a distrust of people in the helping prefessions or who have difficulty rising to the demands of interpersonal counseling. A computer system can undertake the role of performing "needs determination" interviews with clients. At the present time, Human Resources Development Canada has under development an Automated Service Kiosk (ASK) which will allow clients to explore four employability dimensions (occupational goal, training, job search and job maintenance). This methodology has great promise for first line delivery systems, and can provide a good alternative to the person who is reticent about talking with a counselor and who prefers to get started with a machine.

Needs Determination Interview

Fundamental to the first tier of service is the inclusion of a career needs determination interview. By assessing needs "up front," false starts and unnecessary steps are avoided. The needs determination will help the client to recognize the services available from or through the Career Service Center and to identify what steps need to be taken next. The career needs determination interview could be conducted by a counselor or by an "expert" computer system.

Group Seminars

Few clients receive group counseling, yet brief group career seminars or workshops may satisfy the needs of perhaps 75% of people seeking help. Group sessions cover the exploration of one's talents, the formulation of occupational goals, the examination of educational alternatives, the development of a plan, the learning of appropriate skills, or as a lead in to computer-assisted career guidance systems. There would be extensive use of group information and self-help sessions in the first tier of service.

Special Needs Clients

Special needs clients must be connected with the right agency at the outset of service delivery. In tier one, information on entitlements for income support, housing, day care, and the like would be available from the center "coach" or from the computerized information kiosks.

Second Tier — Self-Exploration

In the second tier, more in-depth assistance would be available. A great many people want and need more than information about education, training, and the labor market. They need to clarify their ideas about their interests, aptitudes, and personality, and how these relate to education, training, and work.

Conger, Hiebert, and Hong-Farrell (1994) found that many clients, who initially requested career information, quickly acknowledged the need to take control of their lives and overcome their self-defeating thoughts and behaviors, to learn to cope with the "hassles" of trying to improve themselves, and to believe that they really can achieve something. Assistance may be given in small group training sessions. In some cases, guided group exploration might be appropriate. The small group work should focus on the development of skills necessary to sustain group members' motivation and overcome their self-defeating thoughts. Clients need actual skill training (demonstration, practice, and feedback, in addition to the discussion) if they are to learn how to implement the skills in their lives.

The second tier would also house entitlement officers who could handle enquiries and claims for unemployment insurance and social assistance, as well as information on other entitlements. There would be other specialized staff available to arrange testing or other diagnostic services, and to assist clients in getting placed in training programs. Some rehabilitation counseling could also be provided in the second tier of service.

Third Tier — Reaching Out

The third tier would include individual counseling where the client clarifies his or her inability to do what needs to be done; evaluates career strengths and barriers; examines assumptions which color thoughts and actions; lists ways of overcoming barriers and of using strengths; evaluates the alternative resolution against strengths, barriers, and values; and, states a specific counseling goal or action plan to which the client is committed and which focuses on a relevant career concern.

Another important feature in this tier of service would include an active intervention with third parties, and the mentoring and coaching of clients. Many people at risk do not have a friend who can help them through the difficult steps of actually managing their own careers. Few counselors reach out of their offices on behalf of a client to speak with family members, educators, agency officials, and employers. Counselors who have gone an "extra mile" for their clients by intervening with third parties have often found it to be the most effective and most satisfying counseling task that they have done.

Summary

The need for lifelong career development is becoming increasingly evident as more and more people switch jobs because of new forms of work organization, economic downturns, or technological changes. Many workers will become "portfolio people," frequently moving from one individual contract to another. Career counseling services generally have not been organized for the average citizen; services have typically targeted students on the one hand, or recipients of social welfare, unemployment insurance, and disability pension, on the other hand. It is now necessary to develop a system that will meet the needs of all people who want and need career counseling. It is suggested that a three-tiered career development service will provide a full range of services in a cost-effective manner while, at the same time, respecting existing jurisdictions.

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Delivery of Career Counseling Services
Videodisc & Multimedia Career Interventions

Richard A. Bradshaw

Overview

It is estimated that over one-third of Canada's high-school students will drop out of school. (Employment & Immigration Canada, 1990). This is devastating when one considers that two-thirds of the new jobs created between now and the year 2000 will require qualifications beyond high school (Employment & Immigration Canada, 1989). One of the great challenges to career development professionals is how to motivate this massive "at-risk" youth population (a) to persist with education & training through high school and beyond, and (b) to take responsiblity for, and action toward, their own career development. The advent of multimedia computer technology has increased the potential for "high impact" career interventions. This can be particularly effective for at-risk youth, a population with extremely low motivation to use print-based materials.

Discussion

Knowledge for Youth About Careers (KYAC) is one such interactive, multimedia career program. Pilot-tests with youths aged 13-19 years suggest that it can improve motivation and can instill knowledge of (and skills in) career decision-making, information interviewing, networking, and career planning.

KYAC is based on Weiner's (1984) attribution change theory and Bandura's (1982) self-efficacy theory. The video scenes model career development skills like information interviewing, networking, mentorships, and seeking assistance with learning disabilities. Concerns such as persistence with math and science courses; women in technology, trades, and management occupations; and minority representation in all of the above, are also addressed. In addition to the videodisc, CD-ROM disc, and computer diskettes, program materials include a *Facilitator Manual* and *Participant Workbook* (photocopy master) with 32 hours of classroom & workshop activities, a *Research & Development Handbook,* and a *Facilitator Guide to Scene Playback.* The program operates on IBM PS2s and 486 DOS-based ISA computers

Description of KYAC

In KYAC, students select one of two main characters, (each character then ages from 17 to 28 years old), by touching their chosen character's face on the computer screen (decisions can also be made using a mouse, but at-risk youth prefer touch-screen technology). One character is a young man who has dropped out of high school and is now working as a janitor. The other is a young woman (multiracial black/white) who is having learning difficulties at school and is working part time as a waitress. A "grabber" scene (with rock music) introduces the two characters and the "future" orientation of the program. The next scene to appear is a conversation between the selected character and his or her *future self.* It was found that at-risk youth much prefer this approach to the standard parent/teacher/counselor/'career expert' giving advice. Such conversations occur several times throughout the program. At the conclusion of each scene are two decision choices, represented by animated graphics. Users touch the screen (or click the mouse) to make their selections, and the computer plays an "outcome" scene, many of which have time-delays (e.g., one and a half years later) built into them. In some cases, the computer selects outcome scenes based on probabilities; this allows the program to be more consistent with real life since a given decision can have a variety of outcomes.

During scenes, the action "freezes" at key points, and small graphic "thought-balloons" appear on the screen. These are used (a) to enhance user identification with characters in the scenes, (b) to illustrate ineffective beliefs and attitudes, and (c) to model effective, empowering career beliefs and attitudes. If users touch (or click on) these thought-balloons within two seconds of when they appear, they will hear what the character is thinking. If users do not respond within two seconds, the icon fades and the video continues. In this way, users actively seek the information in the thought-balloons and therefore anticipate and attend to the information. This same principle applies to all of the character decision sequences; users request the outcomes of their own decisions, so they are more alert when the information is presented or when skills are modeled.

Approximately two and a half hours of interaction time is available in the main character decision sequences described above, although users can interrupt their interaction at any time and pick it up on another occasion. In addition, 32 hours of classroom & workshop activities reinforce and provide more personal application of the skills, knowledge, and attitudes presented in the video scenes. The program has seven other sections:

WHODUNIT: Information interviews with 44 people who created KYAC using their own careers, which reinforces principles in the video scenes.

WHAT TO YOU THINK?: Re-purposing of the video scenes with multiple-choice questions to promote critical thinking.

CONCEPTS: Allows facilitators to select scenes *according to the concepts* presented.

ACCESS: Allows program administrators to monitor user patterns (which characters, or decisions, or program sections are selected most often).

INFORMATION: Site administrators can enter local resources and contacts for 16 career and support services.

INSTRUCTIONS: An "inquiry mode" which allows users to "touch (or click on) what they want to know about."

PLAYBACK: Allows facilitators to select from a scrolling list specific scenes according to character.

Field Testing KYAC

In total, 275 youth participated in one or more qualitative or quantitative evaluations of KYAC. Participants worked in formative and controlled research settings. The highlights of the last study (including 72 high-school students, 34 of which were "at-risk") are as follows:

- The Career Decision-Making Self-Efficacy Scale (Taylor & Betz, 1983)reflects that the students in this study found better ways to resolve problems with learning, math, reading, writing, exams, listening, concentrating, and remembering; good reasons to finish high school: more assurance regarding choice of occupation; reduced information needs about employment opportunities, training, and job-finding; increased sense of the importance of (a) calling and visiting employers or education/training sites for information interviews, (b) setting up co-op education or work experience placements, (c) persisting with problem-solving, (d) learning how to raise own self-esteem; increased self-confidence and anticipation of enjoyment, and decreased anticipation of hassle and discouragement from the above career tasks; and willingness to devote more hours to the above career tasks.
- Results on the Career Beliefs Inventory (Krumboltz, 1991) indicated greater willingness to try hard despite possible failure, try alternative occupations, and disclose career choices to others; belief that career obstacles could be overcome; and belief that hard work is required for success.
- Additionally, students exposed to KYAC spent more time thinking about themselves and their occupational futures, talked more with other students about their occupational future, were more aware of computer-assisted instruction and other compensatory strategies for overcoming the effects of learning disabilities, and made greated application of information interviewing, networking, cooperative education, and work experience to their own four-year career action plans.

Summary and Conclusions

Multimedia, interactive, career development interventions are particularly useful for at-risk youths, in that they supplement more traditional approaches such as cooperative education, work experience, and computer-assisted career guidance systems. Tools like KYAC are particularly useful for motivating "at-risk" career program participants and for modeling career implementation behaviors.

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Evaluating Career Counseling Centers: A Collaborative Approach

William E. Schulz, Ph.D.

Overview

Professional evaluation of career counseling programs is becoming increasingly important as funding becomes more limited and accountability more pervasive. The challenge is to make evaluation a positive experience for the counselors, administrators, and clients, while, at the same time,to satisfy the more quantitative needs of the policy planners and program funders. Greene (1994) has suggested that the more narrative, participatory approach of qualitative evaluation, can foster greater understanding, solidarity, and contextualization of a career counseling program. This paper describes the approach used by an outside team to evaluate seven small career counseling programs. The evaluations were funded mainly by the major sponsor of the counseling centers. Since the evaluation team wanted to involve and satisfy both the funder and those involved in service delivery, a quantitative/qualitative evaluation process and a strength challenge approach to counselor feedback was used.

Although the evaluation mandate varied somewhat among the seven centers, evaluators addressed two basic goals:

1. Appraise the effectiveness and efficiency of the administration and delivery of career counseling services, and

2. Suggest areas of improvement and identify areas where initiatives had been taken or where innovative procedures had been developed to improve counseling services.

The following eight areas were identified for review: client inventories and record keeping; service-needs determination; leadership, planning and organization; client perception of employment coordination and counseling; liaison with referral agencies; individual and group counseling; employment success rate; and additional services and innovations.

Discussion of the Evaluation Process

The evaluation team realized that all the stakeholders in the career counseling centers were apprehensive about "these outsiders" evaluating them and possibly affecting their future funding. Therefore, a collaborative approach was adopted, in which evaluators request input from the counseling centers and invite evaluatees' reactions to the observations of the evaluation team. The evaluation process included the following steps:

1. Examination of materials such as written mission statements, objectives, monthly and annual reports. The evaluation team wanted to learn as much as possible about the center before the on-site review.

2. Preparation of suitable review forms. Counselors and administrators had an opportunity to see various forms and select the ones they felt would be most helpful. The "Project Worker Issues" form was used most frequently, since it helped to stimulate discussion. This open-ended form included five major areas:

a) Client Issues: Describe your typical clients. What do your clients expect of you? What changes would you like to see so that clients could be served better?

b) Operational Issues: What is done at your center to foster team building? What is done with client follow-up? What structural changes would help you offer better services to clients?

c) Accountability Issues: Comment on client feedback services provided by your center. What measures are taken to be accountable to funding agencies? Does management provide written materials on management style, standards of counselor conduct, etc.?

d) Self-Assessment Issues: Do you have a written set of standards for the services you offer (e.g., number of sessions, wait time, referrals, etc.). Can you "deliver" the services that you offer?

e) Professional Development Issues: How are the competency levels of counselors assessed? Are professional development days provided for all counselors? What are your future plans for professional development?

3. Meeting of the review team members to plan the specifics of the two to three day on-site evaluation.

4. A two to three day on-site evaluation by the evaluators.

5. Evaluators meet to discuss findings and plan the recommendations.

6. Preliminary report of the evaluation team sent to the career counseling center for comments and to correct any inaccuracies. This report contained information on the eight areas for review identified earlier.

7. Final report sent to the career counseling center.

8. On-site visitation by the review team to discuss the recommendations and possible ways of implementing the recommendations.

The key part of the whole evaluation was the two to three day on-site visitation by the review team. The attitude the team attempted to foster was "what can we do in the next 3 days that might make this process useful to counselors and clients?" At an introductory meeting with all staff (sometimes lasting several hours) this question, other open-ended questions, and fun introductions helped to set a relaxed tone for the evaluation process.

The evaluation team found that helping clients, counselors and administrators become more comfortable talking about themselves and their career counseling was of great value in getting a better picture of what the counselors were doing and what clients were receiving or expecting. Savickas (1989) used the term "enhancing narrative ability" to describe this process. Several activities that worked well included the following:

· The evaluation team shared their own experiences, talking about heroes or heroines who had influenced them. One counselor said that when she was seven years old she adored Florence Nightingale, and later, as an adolescent, she decided she wanted to be like Mother Theresa. One of her colleagues volunteered, "You are Mother Theresa to us and all the people you see." The evaluators learned a lot about this woman's attitudes toward people and counseling from her story.

· "Tell us about significant people in your life who would be good to have as colleagues at your center."

· List five of the most important things that are occurring at your center.

The remainder of the on-site evaluation time was spent talking with staff members, examining and discussing files, monthly and annual reports, and referral systems, and being observers in individual and group counseling sessions.

In response to the question, "What could make the evaluation worthwhile?" the majority of counselors asked for feedback on their counseling with clients. Most had arranged with a client to have an evaluator present during a counseling session. Formative evaluation for individual counselors was enhanced by using a strength-challenge style of feedback (Borgen, Amundson, & Westwood, 1988). In this approach the counselor receiving feedback collaborates beforehand about the focus or direction of the feedback. When the feedback session begins, the receiver is allowed some self-analysis, followed by specific comments from the observer. The feedback is very specific and focuses on what the observer saw. The emphasis is on the strengths or competencies that a counselor demonstrates and the possible need to make greater use of the talents or strengths. For example, an evaluator might say: "I thought your use of reflection offeeling was very effective. You said: '...and now you're really frustrated and angry that you can't find suitable employment...' Your client responded to this and vented some of her anger and frustration. This type of reflection of feeling works well for you and I encourage you to use it more" (Schulz, 1990).

Several hours were used at the end of the on-site visit to again meet with all counselors and administrators. This final meeting gave the staff an opportunity to ask questions, to "dream a little" and list some things needed at their counseling center, and to talk about any special counseling services that their center had introduced for clients.

Recommendations for Evaluators

The collaborative approach used to evaluate career counseling centers was effective because of reduced threat to stakeholders and the resulting cooperation and involvement of counselors and administrators. The following recommendations should help build a collaborative approach to evaluation:

· Take time to build rapport with the career counselors before beginning the actual review.

· Inform all the stakeholders beforehand that they will be involved in reviewing the evaluation report before release.

· Obtain staff and administration input into the review process and review instruments.

· External reviewers should spend much time with the evaluation process and should be aware of the process interacting significantly with the outcome goals. Both formative and summative evaluation should be stressed.

· Case studies and anecdotal information should be part of the career counseling evaluation report.

· In-person follow-up of the review was highly valued and is strongly recommended as the final step of the evaluation process.

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Performance Assessments of Career Development

Nancy L. Hutchinson

Overview

The emergence of career development programs in Canadian secondary schools enhances self-awareness and career-awareness, while preparing youth for employment (Conger, 1992). Counselors and teachers who conduct these group interventions often use performance assessments to demonstrate student learning and to guide program improvement. Performance assessments are evaluations of "authentic" student work that reflect central processes and performances within a discipline (Wiggins, 1989). Performance assessments are worthwhile educational experiences which are based in meaningful tasks--tasks that are complex and challenging, consistent with goals for learning, closely related to real-world skills, and allow students to use processes relevant to genuine performance. They may require flexible time frames, open-ended formats, and collaboration with peers.

Discussion

Norm-referenced appraisals of career development have come under increasing criticism (Healey, 1990). Performance assessments are often referred to as alternate assessment approaches. In performance assessments, the emphasis is on what students can do as well as what students *know*. Performance assessments are well matched to the way classroom assessments frequently inform students, counselors, teachers, and parents what students have learned, and make day-to-day instructional decisions about the program (Stiggins, 1993).

There are many ways in which performance assessments can be implemented in career development programs:

- Student performances can be judged against a set of performance criteria (e.g., completion of an employment application form at levels set by competent adults).
- Student performances can be evaluated by individuals other than the students' teachers (e.g., employment interviews conducted by employers from a chosen field).
- Portfolios of student work can be used to assess depth and breadth of understanding (e.g., student solutions to problem scenarios that arise on the job).

A number of published career development programs, like *Pathways*, have implemented performance assessments (Hutchinson & Freeman, 1994). *Pathways* consists of five instructional modules:

1. Awareness of self and careers.
2. Employment writing.
3. Interview skills.
4. Problem solving on the job.
5. Anger management.

Students work in pairs and small groups. They "think aloud," provide explanations for their choices, and role-play authentic tasks. For example, students learn about employers' uses and expectations ofapplication forms by role-playing as employers who judge completed applications and who make hiring decisions.

Each module in *Pathways* contains performance assessments. The module on career and self-awareness includes both an assessment measure that provides descriptions of individuals seeking employment and "want ads" containing descriptions of jobs. Students judge whether or not applicants are well matched, on specified criteria, to the advertised positions, and whether they, themselves, are well matched to the positions. The module on employment writing contains an application form as an assessment measure, while in the interview module, one assessment is a simulated employment interview. The module on solving problems on the job and the module on anger management contain assessment measures consisting of realistic scenarios for which students generate a number of solutions and then evaluate those solutions. Scoring criteria are provided for each performance assessment, so that a reliable measure of the students' performance can be obtained. Additionally, in the learning activities within the modules, students generate a portfolio of performances including self-awareness activities, problem-solving scenarios, video-taped role playing, résumés, and other simulated tasks.

Criticisms of Performance Assessments

"Such simulated tasks are authentic in that they replicate the challenges and standards of real-world performances and are representative of the ways in which knowledge and skills are used in real world contexts, even though they do not simulate all of the complexity of real-world functioning" (Messick, 1994, p.17). Messick has criticized performance assessments for their task-specificity, arguing that educators are less concerned with the particular performance,than in the knowledge and skill that enable a whole range of performances. There are questions to be answered about the generalizability of performance assessments across students and sites, as well as tasks. Messick cautions that performance measures must also be sensitive enough to detect relevant differences between performances and changes in performances.

Proponents of performance assessments admit that they emphasize validity over reliability. As Wiggins asserts, "We must first decide what are the actual performances that we want students to be good at. We must design those performances first and worry about a fair and thorough method of grading them later" (1989, p.705). Data collected in a two-year cohort study (Hutchinson, Freeman, & Fisher, 1993) demonstrated that the performance measures developed for *Pathways* were sensitive enough to show student changes over time and to distinguish between students who had received intensive instruction and those who had not. There were also indications of adequate reliability in that students maintained their performance improvements five months after intervention in four of the five areas of instruction. Two sets of measures were used: one immediately following instruction of each module, and one for cohort comparisons. Similar scores on the two sets provide preliminary evidence of generalization. The criticisms of performance assessment regarding representativeness, reliability, and sensitivity represent empirical questions that can, and already are, being addressed with data that suggest the criticism may not be solid.

Implementation of Performance Assessments

Widespread implementation of performance assessments in career development programs requires that counselors undertake a number of challenging endeavors. At both the national and the local levels they must work toward the following goals:

- Articulating the desired outcomes of career development—defining the domain of content, and identifying complex "authentic" performances and processes (Wiggins, 1989).
- Stating the specific requirements of performances including the knowledge, skills, and processes that must be exemplified in a performance or collection of performances (Stiggins, 1988).
- Developing tests of performances so central to learning that the test is valued and used to further—as well as to demonstrate—learning (Taylor, 1994).
- Educating counselors, teachers, and students so they can work together and use performance assessments to assess accurately their own work on a regular basis (Wiggins, 1993).

Summary and Conclusions

As career development becomes a more integral part of the secondary school program, the pressure increases to use performance assessments to demonstrate both the effectiveness of programs and thesoundness of instructional decisions. With differentiated portraits of student performance within career development, it is possible to envision student assessment as informing, rather than merely measuring, the career development process.

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A Changing Focus In Evaluation: Linking Process And Outcome

Bryan Hiebert

Overview

Career counselors continually evaluate their work; they draw conclusions and develop action plans based on numerous client activities: homework completion, client engagement, acquisition of interview skills or relaxation skills, number of employers contacted, and so forth. Both counselors and clients typically know when counseling is successful. Unfortunately, the evidence used to gauge success often is not considered evaluation, is not documented, and therefore cannot be used to back up claims that counseling has been successful.

Conger, Hiebert, and Hong-Farrell (1993) found that counseling is rarely evaluated in Canada. In some sectors, 40% of counselors reported *never* formally evaluating their work. This is unfortunate, since research has shown that career guidance and counseling consistently produce positive results. (See Killeen & Kidd, 1991; Oliver & Spokane, 1988.) In fact, Killeen and Kidd found that 90% of the studies recorded some positive counseling effects. Given these findings, it is surprising that counselors are not eager to evaluate such a predictably beneficial experience. Perhaps a new approach to evaluation is needed; one that counselors see as relevant, practical, and capable of embracing the informal observations that counselors and clients make about counseling progress.

An Alternative Framework

Counseling is interactive. Client-need determines counseling intervention. The intervention is tailored to client characteristics and desired outcome. As counseling progresses, counselors adjust the approach to fit the client's changing situation. Evaluation models must accommodate this interplay between counselor and client and between process and outcome.

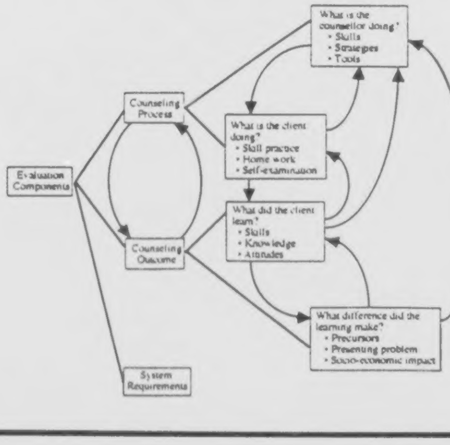

Figure 1 depicts a framework connecting long-term global impacts of counseling (e.g., job satisfaction, employability, career maturity); immediate outcomes associated with counseling (changes in client attitudes, knowledge, skills); client engagement in the counseling process; and, counselor approaches.

The loops in the framework illustrate the interactive nature of counseling.

Process–Outcome Loop

Process and outcome interact in a circular fashion. Certain processes foster particular types of learning and in turn, create certain types of global impact. Reciprocally, the types of client skill, knowledge, and attitude necessary to achieve a certain kind of global impact can be identified, and the process needed to facilitate that learning can also be identified.

Process Loop

Evaluating the counseling process requires detailed information which links counselor activities and client reactions. This helps identify the processes that promote client change and aid the development of alternative plans when sufficient progress is lacking. Client documentation might include engagement in the counseling process, homework completion, client openness and honesty, and client follow-through. Such data demonstrate that clients are doing their part in counseling. Evidence depicting the counselor as an indispensable part of the process might include the pattern of micro-skills used, the focus in a counseling session (both content and process), and data showing that an acceptable procedure for an intervention followed. These factors can be assessed from counselor case notes, client checklists, semi-structured interviews, or formal questionnaires.

Outcome Loop

Counselors need to be clear about the legitimate outcomes (effects or products) of counseling (Hiebert 1989, 1994; Killeen & Kidd, 1991; Killeen White, & Watts, 1993). In Figure 1, counseling outcomes have two major components:

1. *Learning outcomes:* the knowledge, skills, and attitudes that are directly linked to counseling. These are the legitimate outcomes of counseling.

· *knowledge* about self, the labor market, job descriptions, entrance qualifications, and how to overcome barriers

· *skills* for decision making, job interviews, self-management, making transition, and overcoming barriers like anxiety, substance abuse, poor financial planning

· *attitudes* towards being planful, belief in self, motivation to look for work, self-esteem, increased optimism

Learning outcomes arise both from counseling and from learning to apply existing skills to new contexts (e.g., using communication skills in conflict resolution). These are the legitimate outcomes of counseling, outcomes that counseling can reasonably hope to influence.

2. *Global outcomes* reflect counseling's larger impact on the client's life. They include

- *changes in client presenting problem:*
  - getting along better with co-workers
  - increased job satisfaction
  - less stress during job interviews
  - fewer tension headaches
- *socio-economic outcomes*
  - job retention
  - length of time to job offer

Administrators and sponsors often focus on global impact outcomes, but outcomes are influenced greatly by factors over which counseling has little control (e.g., the number of jobs available, corporate climate, etc.). Ultimately, it is important to demonstrate that counseling has affected these variables, but it is also important to refrain from promising that counseling can facilitate change in areas over which it has little control.

System Requirements

In addition to the above factors, program administrators and sponsors often are interested in factors such as adherence to mandates, types of clients, types of client problems, and client satisfaction with service. These variables are important to the functioning of the agency, but they are not indicators of the effectiveness of counseling per se. To emphasize this difference, they are called "system requirements." System requirements are part of the policies and procedures governing an agency and departures from these requirements should be negotiated between the counselor and the agency manager or sponsor.

Informal Measures

Although standardized assessment is emphasized in counseling evaluation, there is frequent incongruence between the aims of standardized tests and the needs of clients (Killeen & Kidd, 1991). Implicit in Figure 1 is a far greater emphasis on informal procedures that document the judgments counselors and clients make about counseling progress. These include checklists for homework completion, skill mastery, skill implementation, steps completed in a program; subjective ratings of affective state (e.g., depression, motivation, stress level, job satisfaction); use of job interview skills during job interviews (see Hiebert (1991, 1994a, 1994b) for specific examples).

Currently, these informal measures are in their infancy. Better ways must be developed to track variables that are part of the counseling process and which have an influence on client change. For example, "planful" attitude is an important prerequisite (or co-requisite) to developing a career-action plan. Therefore, it is important to have a trustworthy and easy-to-use procedure to track changes in such attitudes.

Summary: A Call for Action

Two points underline the main arguments in this paper.

1. Counselors, program administrators, and sponsors need to reformulate their view of evaluation so that it provides an essential link between process and outcome; they must consider evaluation as an integral part of counseling, coequal with relationship building and intervention planning.

Evaluation needs to be planned and implemented alongside client-change intervention—not conducted at the end of a program by an external expert.

2. The scope of evaluation (what constitutes acceptable evidence) needs to be expanded to include the sorts of data that counselors and clients already collect on a regular basis. This includes client self-monitoring data, homework data, quantification of counselor observations in case notes, documentation of client in-session skill practice, goal attainment scaling, and performance assessments.

An evaluation model should assess the informal observations counselors and clients use to indicate whether they are on the right track, the amount of progress they are making, and the achieving of desired outcomes. It should encourage counselors to develop creative ways for documenting and quantifying those observations, and it should create non-quantified ways of portraying the evidence that clients, managers and supervisors find acceptable. This will ensure that evaluation needs are seen as relevant by all concerned: clients, counselors, agency managers, district supervisors, and funders.

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A Measurement Model For Employment Counseling

Guy Busque

Overview

Human Resources Development Canada (HRDC) is a federal department offering employment services to three client groups: workers, employers, and community agencies. Employment counseling is available to worker clients through a three-level structure: 450 Canada Employment Centres (CEC), 10 regional offices (one per province), and national headquarters. HRDC is one of the largest counseling service providers in Canada, conducting almost 2,000 interviews a day across its network of local offices.

"Employment Counseling" is a set of interventions designed to help clients identify and resolve issues which must be faced in making and carrying out employment-related decisions. HRDC policy states that counseling services "shall be provided to clients identified through the Planning and Accountability process, taking into account regional and national priorities...." To address accountability issues, HRDC has developed, and is implementing, a measurement system within its organization.

The HRDC Measurement Model

The HRDC measurement model has been designed to facilitate common understanding of the counseling function and the identification of what is measured and when. It applies to both individual and group counseling.

Employability Dimensions

In employment counseling at HRDC, four employability dimensions leading to labor market integration are addressed.

1. *Career/Occupation Decision Making:* exploration, analysis and selection of career or occupation options. The focus here is on a suitable and firm career or occupational choice.

2. *Skills Enhancement:* acquisition of skills required for a specific occupation or of generic skills such as literacy, interpersonal and self-management skills. This is often designated as job preparation or training.

3. *Job Search:* identification of job vacancies, contacting employers, completing job applications, behavior during job interviews, and being hired. This dimension includes all activities directly associated with the actual integration or re-integration of unemployed workers into the labor market.

4. *Employment Maintenance:* identification of unstable patterns in the employment record and recognition of the need to take remedial actions. Even though few Canadians express this as an employment concern, many do need assistance in breaking the employment-unemployment cycle.

In theory, these dimensions are sequential: clients should make occupational choices prior to undertaking training programs; once fully qualified, they should be looking for jobs; once in the labor market, they should be showing stable employment records. However, in practice, counselors are expected to assist clients with any employability issue, even back-and-forth or across two dimensions concurrently.

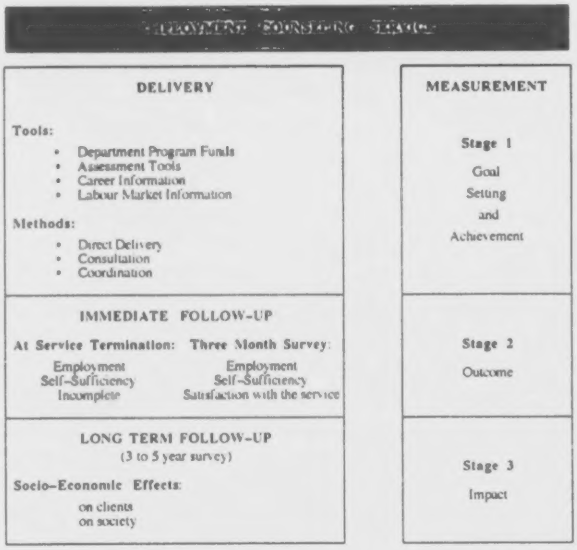
EMPLOYMENT COUNSELING SERVICE
DELIVERY
Tools:
Department Program Funds
Assessment Tools
Career Information
Labour Market Information
Methods:
Direct Delivery
Consultation
Coordination
IMMEDIATE FOLLOW-UP
At Service Termination:
Employment
Self-Sufficiency
Incomplete
Three Month Survey:
Employment
Self-Sufficiency
Satisfaction with the service
LONG TERM FOLLOW-UP
(3 to 5 year survey)
Socio-Economic Effects:
on clients
on society
MEASUREMENT
Stage 1
Goal Setting and Achievement
Stage 2
Outcome
Stage 3
Impact

Figure 1 : Employment Counseling Measurement in HRDC

Measurement Stages

For measurement purposes, results are gathered at three stages of the counseling process (See Figure 1):

At Stage 1, up to nine goals can be set and measured in each of the four employability dimensions.

- During the intervention, the achievement of goals is reported for each employability dimension.
- Outcomes per employability dimension are recorded by counselors at the end of counseling and from independent follow-up surveys after 3-6 months.
- Long term impact is assessed 3 to 5 years later.

At stage 2, three possible outcomes are identified upon service termination.

- Employment: clients have found full–time, part–time, or temporary work
- Self–sufficiency: clients have achieved self–sufficiency in the dimensions in which goals were set and they assume responsibility for any employment barriers
- Incomplete: counselors are unable to continue counseling for various reasons: lost contact, no longer in labour market, referral to external agency, and so forth.

At Stage 3, indicators of impact are measured.

- impact of service on clients (employment or skill transfer)
- indicators of socio–economic impact (reduced government dependency, participation of designated groups in labor market, gender balance in occupations).

All in all, 33 units of business and 5 performance indicators have been proposed. Although socio–demographic descriptors of clients and some process data are gathered, the emphasis is on outcome measures. Data input and reporting are automated and regional and national management reports are produced monthly. The system interface and all reports are bilingual.

Preliminary Data

Selected counseling data from October 1, 1993 to March 31, 1994 indicate that

- About 1,000 clients were assessed daily in CEC offices: 70% were unemployment insurance recipients, 46% were women.
- 74% of clients set goals in skills enhancement, 40% in career decision making, 22% in job search, and 2% in employment maintenance.
- Less than half the total number of counselees had completed counseling during that period. 61% who terminated were either self–sufficient or employed; those remaining were either still receiving counseling or had been referred to a longer term intervention.

Conclusions and Future Directions

1. More quantitative analysis is anticipated at regional and national headquarters as confidence in the database increases.

2. A better tracking system is being developed for human and financial resource allocation in order to determine if employment counseling services are cost–effective and to establish the relative cost-effectiveness for different client groups.

3. To address qualitative analysis, a monitoring guide for employment counseling services is under preparation and service standards for employment counseling are being developed.

4. It is important to measure other outcomes (e.g., self–sufficiency, self–confidence, self–esteem, self–efficacy, and client satisfaction with the service). Joint assessment (by client and by counselor) gives a quick measure; however, the validity of this measure needs to be investigated.

5. Since a good portion of counseling service is delivered externally (by HRDC partners), the same counseling measures should be adopted by all partners across Canada dealing with HRDC clients. Therefore, the use of the framework needs to be expanded throughout the employment counseling network. There are positive indicators that the framework is facilitating the systematic collection of outcome counseling data and the ongoing management of employment counseling services to Canadian workers.

Guy Busque is currently responsible for measurement and evaluation projects in the Operations Branch of Employment Services at national headquarters (Human Resources Development Canada,

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Stress in the Work Place

Bonita C. Long, Ph.D.

Overview

Work plays a powerful role in people's lives and exerts an important influence on their well-being. Since the 1960s, paid work has occupied an increasing proportion of most people's lives. Although employment can be an exciting challenge for many individuals, it can also be a tremendous source of stress. Consequently, as work makes more and more demands on time and energy, individuals are increasingly exposed to both the positive and negative aspects of employment. The relationship between work and mental and physical health may also influence career adjustment as well as to the productivity and economic viability of companies. Three concepts are important to understanding this relationship:

- *Stress* is an interaction between individuals and any source of demand (stressor) within their environment.
- A *stressor* is the object or event that the individual perceives to be disruptive. Stress results from the perception that the demands exceed one's capacity to cope. The interpretation or appraisal of stress is considered an intermediate step in the relationship between a given stressor and the individual's response to it.
- *Appraisals* are determined by the values, goals, individual commitment, personal resources (e.g., income, family, self-esteem), and coping strategies that employees bring to the situation.

Newspaper headlines worldwide have heralded an unprecedented concern about the detrimental effects of work stress. The United Nations World Labor Report attributes the source of stress to work places that are unstable, impersonal, and hostile. Since the early 1960s, researchers have been examining the psychosocial and physical demands of the work environment that trigger stress. Research has identified many organizational factors contributing to increased stress levels: (a) job insecurity; (b) shift work; (c) long work hours; (d) role conflict; (e) physical hazard exposures; and (f) interpersonal conflicts with coworkers or supervisors.

Reciprocally, elevated stress levels in an organization are associated with increased turnover, absenteeism, sickness, reduced productivity, and low morale.

At a personal level, work stressors are related to depression, anxiety, general mental distress symptoms, heart disease, ulcers, and chronic pain (Sauter, Hurrell, & Cooper, 1989). In addition, many people are distressed by efforts to juggle work and family demands, such as caring for sick or aging parents or children (Wiersma & Berg, 1991). Therefore, any exploration of the relationship between work conditions and mental distress must take into account individual factors such as sex, age, race, income, education, marital and parental status, personality, and ways of coping.

To have a balanced approach to understanding work stress, it is necessary to recognize that employment provides rewards that are both internal (intrinsic) and external(extrinsic) (Locke & Taylor, 1990), (e.g., skill development, self-esteem, money, variety from domestic surroundings, social contacts, and personal identity). Although increasing the rewards of work can offset its stressful aspects, the physical environment and the psychosocial conditions of employment can have deleterious effects on workers' mental and physical well-being.

Job Control

Lack of control over work, the work place, and employment status have been identified both as sources of stress and as a critical health risk for some workers. Employees who are unable to exert control over their lives at work are more likely to experience work stress and are, therefore,more likely to have impaired health (see Sutton & Kahn, 1984, for a review, and Sauter et al., 1989). Many studies have found that heavy job demand, and low control or decreased decision latitude, lead to job dissatisfaction, mental strain, and cardiovascular disease.

In general, job control is the ability to exert influence over one's environment so that the environment becomes more rewarding and less threatening. Individuals who have job control have the ability to influence the planning and execution of work tasks. Research has found that it is the *influence* resulting from participation, rather than participation *per se*, which affects job stress and health (Israel, House, Schurman, Heaney, & Mero, 1989). For example, Jackson (1983) found that participation (attendance at staff meetings) had a negative effect on perceived job stress, and a positive effect on perceived influence. This, in turn, influenced emotional strain, job satisfaction, absenteeism, and turnover intention. Similarly, Israel et al., (1989) concluded that the ability to control or influence work factors (e.g., speed and pacing of production) is linked to incidences of cardiovascular disease as well as to psychosomatic disorders, job dissatisfaction, and depression.

Interventions

Lazarus (1991) has identified three main strategies for reducing work-related stress.

1. Alter the working conditions so that they are less stressful or more conducive to effective coping. This strategy is most appropriate for large numbers of workers working under severe conditions. Examples include altering physical annoyances such as noise levels, or changing organizational decision-making processes to include employees.

2. Help individuals adapt by teaching them better coping strategies for conditions that are impossible or difficult to change. A limitation to this strategy is that it is costly to deal with each individual's unique transaction with the environment. Intervention strategies could include individual counseling services for employees, Employee Assistance Programs, or specialized stress management programs, such as cognitive behavioral interventions (Long, 1988).

3. Identify the stressful relationship between the individual or group and the work setting. Intervention strategies might include changes in worker assignment to produce a better person-environment fit, or it could involve teaching coping strategies for individuals who share common coping deficits (e.g., training in relaxation skills).

Conclusion

Individuals vary greatly in their capacity to endure stressful situations, and there is, undoubtedly, self-selection in the kinds of jobs and stressors that individuals choose. Because sources of stress may vary from worker to worker, providing a solution for one worker may create stress for another worker. For example, if the organization provides more opportunity for influence over the work process, the change in control may be experienced positively by some but negatively by others. A partial solution to this problem (Lazarus, 1991) may involve intervening with groups of workers that are formed based on person-environment relationships, and which contribute to the generation or reduction of stress.

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"Quality Career Counseling Services" A Developmental Tool For Organizational Accountability

Lynne Bezanson

Overview

Accountability in career counseling is receiving increased attention. The general public is becoming more informed about what to expect from career counseling service providers and, as a consequence, more critical. Funders also are becoming more insistent about accountability and quality assurance. These factors are increasing the pressure on counseling agencies to have policies, standards, and benchmarks for service which "customers" can understand so that they can make comparisons and judgments as to what services to select. However, few organizations have any guidelines specific to the delivery of career counseling and very few practical tools exist to help organizations who want to pay attention to creating better standards in career counseling.

To fill this void, the idea emerged of creating a developmental procedure for organizations and/or individuals to "do it themselves." The vision was to develop a tool that would be sufficiently generic to be useful in many jurisdictions and, at the same time, sufficiently specific so that it would provide a structure for examining standards and quality of service for a range of career counseling services.

Policy Workbook - an Innovative Resource

The "tool" which evolved is entitled "Quality Career Counselling Services - A Policy Workbook." The Workbook takes an innovative approach to policies and standards. The procedures recommended are developmental and they concentrate on supporting organizational and staff growth. Quality of service (a more user-friendly name for policies and standards) is portrayed as requiring input from all levels of an organization. It does not just come from "up there," where policy often is seen to reside. The spirit of the workbook is to demystify policy formulation and use policies and standards to support self-initiated processes for quality development and change.

Quality of service in career counseling presents the experiences of the consumers of career counseling services, as well as the experiences of the staff when attending to their own career development needs. Organizations are encouraged to consider that quality career counseling services are best delivered by staff who see their own careers as personally meaningful and important to the organization. It is in the organization's best interests to attend to both dimensions of service (consumer and staff).

The Workbook is designed in two parts: Part One addresses policy development and Part Two addresses staff development. Each part begins with a self-assessment. In areas where the assessments indicate room for improvement, staff are guided step-by-step through suggested procedures for decisions, defining outcome statements, and clarifying plans of action. It is suggested that the assessments and subsequent work be completed in full staff meetings or in time set aside for appropriate working groups. Times for each discussion range from 30-60 minutes and can be spread out over several weeks if necessary. The guided discussions cover eight areas critical to quality of service:

- *Organizational mandate:* Is it clear? Does it define the consumers, their needs, outcomes achieved, and the values which guide service delivery?
- *Service offered:* Is there a clear specification of services provided and not provided?
- *Service standards:* A guided examination of key areas such as wait times, case loads, service coordination, service continuity.
- *Mechanism for ensuring well-informed clients:* How are clients informed of the services and what can they reasonably expect to receive?
- *Provider competence:* Are there procedures to inventory competence at all staff levels? Are there standards for supervision?
- *Professional behavior:* Are standards of professional conduct in place and well known?
- *Management practices review:* A guide for examining the completeness of existing practices.
- *Accountability statement:* Assists in proving the worth of what you do, how to do it, and by whom.

Part One focuses on policy development for the **external** delivery of services. An assumption in Part One is that consumers evaluate the services they receive on the basis of how satisfied they are, the degree to which their expectations are met, the reliability of the services over time, and the results they achieve. Organizations which have in place policies and standards in each of the eight areas covered in Part One have a foundation which supports clients who experience these conditions and who evaluate services positively.

Part Two focuses on human resource planning practices. Staff skills are the basis for quality service; therefore, staff career development and planning at all levels of the organization is the focus. Guidelines are provided for the following types of critical questions:

- Do staff at all levels (support, counselor, supervisor, manager) have the skills and resources necessary to deliver services to clients at the standards established in Part One?
- Do staff at all levels attend to their own career development, and have a plan of action to acquire skills for their next career step?

The activities associated with each critical question lead to a staff development plan, which includes a procedure for organizing appropriate supervision.

Parts One and Two are connected in two important ways. First, conceptually and philosophically, the procedures and processes promote a respect for the career development of all players in an organization. Second, in Part One, users develop a series of policy statements and standards of practice; then in Part Two, they develop achievable action plans to equip staff to deliver service to the standards defined in Part One.

The Workbook was field-tested in several jurisdictions, including education, guidance, professional associations, boards of directors, rehabilitation, social services, and the YMCA. Without exception, all reported that the Workbook assisted them in identifying areas in need of attention, and recognizing areas that already were solid.

Conclusion

The Workbook furnishes a practical approach for support organizations who want to provide the best possible career counseling services. Recognizing that most organizations have resource constraints, the Workbook provides a framework for understanding and prioritizing critical factors in service quality. For instance, it suggests a shift from "service provision" to "meeting client expectations." It also strongly advocates a concentration on client and service outcomes. Providing career counseling agencies with the tools to define and develop their own quality standards, represents a new approach to improving service quality and to meeting increasing expectations.

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Marketing Career Counseling Services

Sareena Hopkins

Overview

"A [person's] judgement cannot be better than the information on which it is based."

Arthur Hayes Sulzberger

Today's socio-economic reality has created an unprecedented demand for career counseling services. While career counselors continue to offer excellent services behind the closed doors of counseling offices, the Canadian public, including policy-makers and funders, are not aware that counseling's impact on clients' lives. Talk of the need to "sell" services and discussions of features and benefits tends to send career counselors into retreat; they typically have had no training in marketing concepts, nor are they comfortable as marketers. Yet service-providers face a unique opportunity today to reframe career counseling services as being personally, socially, and economically essential.

Basic marketing principles can assist counselors in achieving these goals. Marketing our services must begin from the "inside-out" by strengthening the professional identity of career counselors, resulting in the public's recognition of career counseling as an indispensable service. This, in turn, will translate into higher priority given to career counseling services by funders and policy-makers.

Discussion

The 1990s have brought a shift from resource-based industrialism to an information-based economy. Over the last decade,more then 90% of new jobs created in Canada have been in the service sector. By 1990, these jobs accounted for 70% of all employment nationally (CLMPC, 1990). We have seen efforts among some of those offering services to become increasingly "outcome-oriented." Marketing strategies, long-used within the private business world of free-market competition, have "invaded" the non-profit service sector. This shift has been embraced by some service providers. Many hospitals and community-based medical services, for example, have become more aggressive in using marketing strategies to raise awareness of their services in order to survive economically.

Career counseling, however, has largely resisted this trend. Many career counselors argue that marketing corrodes professional ethics—that promoting services somehow diminishes counselors' quality and respectability. Marketing is seen as the "hard sell," driven solely by profit. However, it is worth taking a closer look at marketing before passing judgment. It may be that limiting the application of marketing techniques is ultimately self-defeating, resulting in the profession turning inward, becoming increasingly non-competitive, invisible, and under-funded. The ultimate risk in under-marketing is the disappearance of essential services. The perception that marketing conflicts with the goals of career counseling must be challenged. Marketing has long been characterized by the four P's: Product, Place, Price, and Promotion, all of which should be considered in a successful marketing plan (McCarthy, 1968).

Product development must be based on market research. In fact, marketing really begins with a fifth P - People. A thorough analysis of the needs and wants of the target audience is the first step in marketing. This information is then used to develop a product that is attractive and useful to the target market. Place must also be considered in order to ensure access. Is the product accessible to the target market? Price refers not only to the financial cost of a product, but also to other related costs. These might include emotional, mental, or physical costs. They might also refer to the investment of time required, or to lost opportunity. Promotion is widely identified as the cornerstone of marketing. Promotion ensures that the target buyer is aware of the product and has accurate information about its features. Promotion also enables buyers to have information which enables them to see the benefits associated with the product. To be effective, this information must reflect the original market research, must be communicated using language that is understandable and meaningful to the buyer, and must highlight benefits which are important to the buyer.

Marketing ultimately serves to ensure that a product is addressing an identified need, is clearly defined, and is accessible. It guarantees that those who could benefit from the product receive accurate information about its features and its benefits. Seen this way, marketing can be used as a tool to support the goals of career counseling. By changing the terminology and by re-framing the way marketing is understood, we might begin to see marketing less as "selling" and more as "educating."

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There are three ways in which marketing can support career counseling services:

1. *Direct Service Delivery.* The provider must identify who is to be served, know their needs, and clearly define services based on those needs. Such market research ultimately contributes to the provision of quality services. Riddle and Bezanson (1994) developed a way to assist counselors through this process. They suggest that quality service comes from a clear definition of who is being served and an understanding of their needs (people). This awareness shapes the organizational mandate and directs decisions regarding services offered (product). Issues of access must then be considered (place and price) and clients must be educated regarding the features and benefits of services (promotion).

2. *Survival Insurance.* Career counselors, alone, must ensure their own survival. Basic marketing principles apply here and, through an understanding of the needs of policy-makers and funders in terms of desired outcomes, career counselors can ensure that a communication plan includes clear messages linking services to those benefits identified. The United Kingdom has emerged as an international leader in this respect. The National Institute for Careers Education and Counseling (NICEC) and the Policy Studies Institute (PSI) have produced for the Department of Employment a series of briefing documents specifically targeted to promote career counseling as economically beneficial to policy-makers and funders. These documents clearly outline the features of career counseling – what it is and what it is not. They present evidence of the benefits of career counseling, showing that services ultimately lead to social and economic health, a maximized use of human resources, reduced market failures due to drop-out, fewer mismatched/discouraged workers, lower turnover, and institutional reform that supports an effective labor market. Ultimately, unless managers and funders have accurate information about the nature of services and an understanding of their benefits, the security of funding will remain fragile.

3. *Public Awareness.* Charles Dudley Warner once suggested that, "public opinion is as strong as the legislature, and nearly as strong as the Ten Commandments," This would suggest a third possible marketing step as career counselors move career development more into the consciousness of the general public. The application of marketing in this way is termed "social marketing." "ParticipAction" and the "Don't Drink and Drive" initiatives are examples of highly successful social marketing campaigns, which changed the way people think, what they value and how they act. As a means of promoting career development, Conger (1993) backed a social marketing campaign to foster a "Career Development Culture" in Canada. Messages about career development and its importance to everyone over their entire life span, would be disseminated widely. He suggested that such a social marketing campaign could increase the value of career counseling services and help to equip individuals with strategies to take a more active role in their own career development. As a result, career development would become integrated in, and integral to, our school, work, and family cultures.

Conclusion

At a time when career counseling services are increasingly essential, they remain marginalized and under-used. An opportunity exists for the profession to move more into the mainstream. The application of marketing could provide the framework needed.

Marketing principles can be used to ensure that services reflect the career development needs of the population served (people), that services are clearly defined (product) and accessible (price and place), and that consumers fully understood the services offered (promotion).

By marketing services to policy-makers and funders, counselors could demonstrate how career counseling benefits policy makers, resulting in higher funding for counselors.

Wider marketing would also help the Canadian public become more aware of labor market opportunities, thus enabling all Canadians to maximize their skills and to assume greater personal control over their career futures.

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Career Counseling of Girls and Women: Guidelines for Professional Practice

Valerie G. Ward

The need for quality standards in the delivery of career counseling services, and for the articulation of competencies required for practitioners delivering these services, is gaining increasing attention in Canada and elsewhere (e.g., Canadian Guidance and Counselling Foundation, 1993; Conger, Hiebert, & Hong-Farrell, 1994; Splete & Hoppin, 1994; Riddle & Bezanson, 1994). Previous work has focused on generic standards and competencies, and on guidelines pertaining to specific populations.

One important contribution to these efforts in Canada is the guidelines for the career counseling of girls and women as was developed by the Collaborative Action Working Group on Counselling (Ward & Bezanson, 1991). The following guidelines were based on policies and standards in the professional literature (e.g., American Psychological Association, 1979; Fitzgerald & Nutt, 1986), as well as those provided by governments and counseling associations. The guidelines were a key component in a provincial-wide strategy to promote labor market equality, that was endorsed by Ministers responsible for the status of women and Ministers with labor market responsibilities..

The Guidelines

Career counseling includes services and programs which facilitate individuals' development and enhances their ability to make optimal choices regarding their roles in occupational, familial and social structures. Responsible professional practice requires counselors to be knowledgeable about the effects of gender in human development and to apply such knowledge in career counseling with girls and women. In order to ensure responsible professional practice, jurisdictions must require all individuals involved in career counseling with girls and women to adhere to the following guidelines:

1. Counselors understand the assumptions underlying various theoretical approaches to the practice of career counseling and recognize that such theories may apply differently to women and men. Counselors continue to examine theoretical bases and assumptions underlying their practice to ensure that they utilize theories and models which are free of sex bias and sex-role stereotypes. Counselors promote the realization of full potential by girls and women.

2. Counselors ascribe no preconceived limitations on the direction or nature of potential changes or goals in counseling with women. In particular, counselors ensure that career choice is an open process and that no individual is limited by gender—or by race, age, disability, ethnicity, sexual orientation, or religion—from the exploration of any career option.

3. Recognizing that the use of male terms as gender-neutral descriptors reflects bias against women, counselors use inclusive and gender-fair language in all oral and written communication and ensure that resources used to assist clients with decision-making are gender-fair. As an extension of this principle, counselors also avoid the use of generic adjectives to describe women with handicaps (e.g., blind, deaf, and so forth) in order to avoid excessive focus on the disability; descriptive phrases (e.g., women with visual handicaps) are used as a much-preferred alternative to the more generic adjectives.

4. Counselors are knowledgeable about support services available to women (e.g., child care, legal aid, health care, transportation, emergency services) and assist clients in accessing appropriate community resources. Where significant gaps are identified in support services available to women, counselors may initiate or act as catalysts for the development of such support systems in their communities.

5. Counselors continue throughout their professional careers to gain knowledge and awareness of social, biological, and psychological influences on female development, in general, and their career development, in particular. As part of their ongoing professional development, counselors continue to inform themselves about specific issues which may have an impact on the career decision-making of girls/women (e.g., balancing vocational and family roles, issues related to training and employment of women in non-traditional occupations, family violence, sexual harassment and sexual assault), as well as acquiring knowledge which is relevant to counseling particular sub-groups, such as women with disabilities, women who are culturally different, long-term welfare recipients, and female offenders.

6. Counselors understand that the source of client difficulties often rests not only in the woman herself, but also in situational or cultural factors which limit her concept of self, and thwart her aspirations and the opportunities available to her. Counselors recognize, and are sensitive to, the impact of stereotyping, prejudice, and discrimination on the basis of gender—as well as race, age, disability, ethnicity, sexual orientation and religion—and work to counteract the negative effects of such attitudes and actions.

7. Counselors are aware of, and continually review, their own values and biases and the effects of these on their female clients. Counselors assess and monitor their own activities to ensure gender-fair practices. They also participate in professional development programs, consultation and/or supervision, to assist in identifying and working through personal biases, and issues which have a limiting effect on their work with female clients.

8. Counselors support the elimination of sex bias within institutions and individuals by promoting fair and equal treatment of all individuals. They do this through services, programs, theories, practices and treatment of colleagues and clients which recognizes each person's full potential.

9. Knowing that there are circumstances where clients will have a preference for a same- or opposite-sex counselor, whenever possible, clients will be given the opportunity to choose their counselor.

The Working Group felt a need to go beyond suggestions for counselors to include guidelines for all jurisdictions employing counselors. Factors like access to training, supervision, and tools for delivering appropriate services for girls and women were seen as essential components in a strategy to promote labor market equality. The report includes the following specific measures to be taken by federal and provincial jurisdictions.

1. The jurisdiction is committed to providing or accessing the training and/or professional development that supervisors and counselors require to enable them to apply these principles effectively.

2. Each jurisdiction ensures that sex-fair language and balanced depictions of women appear in all publications and resource materials.

3. Counselors will be given an opportunity for supervision/ consultation to occur on a regular basis to assist them in working through conflicts and issues which arise in their work with clients.

4. A process will be put in place to monitor the implementation/ application of the guidelines.

The following recommendation was later endorsed by provincial Ministers:

It is recommended that each jurisdiction develop a policy and guidelines for the provision of career counseling to girls and women which reflect the principles and guidelines developed by the Collaborative Action Working Group on Counseling.

It was hoped that the guidelines would be reviewed by professional associations of counselors and adopted, or adapted to, their particular contexts. The Feminist Network of the Canadian Guidance and Counselling Association is intending to take leadership in this initiative.

Conclusion

The development of guidelines has been an excellent first step, but it is only a beginning. To translate the guidelines into practice, further work is needed to develop training for counselors and supervisors. The Canadian Guidance and Counselling Foundation, in partnership with other groups, is eager to pursue these next steps so that the guidelines and training can advance the practice of career counseling for girls and women.

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Follow-Up Evaluation of Career-Counseling Programs

Robert J. Flynn

Overview

In this digest, "career counseling" refers to activities intended to improve individuals' ability to make career decisions (Spokane, 1991). This includes individual and group career and employment counseling, job-search training, career education, career-planning courses, etc. "Follow-up evaluation" refers to the assessment of program outcomes (effects) on one or more occasions after completion of a program.

Meta-analyses (Lipsey & Wilson, 1993; Oliver & Spokane, 1988) have shown that career counseling produces gains as large as those generated by well-developed psychological, educational, or behavioral interventions in general. Additional follow-up evaluations are needed, however, to improve our understanding of why career counseling is effective, with whom, on which outcomes, for how long, and under what conditions. This seems especially true of Canada, where a mere 15-30% of career-counseling programs include follow-up assessments; 35-45% are evaluated only through counselor-client contact during counseling, and 25-40% are not evaluated at all (Conger, Hiebert, & Hong-Farrell, 1994).

Follow-up Evaluation of Career Counseling: Purposes, Outcomes, and Procedures

Purposes

The fundamental reason for conducting follow-up evaluations of career counseling is the impossibility of judging the true value of such programs without the extended time perspective afforded by follow-up (Morell, 1979). The more time that elapses after clients finish a program, the more likely that the program effects will have either decreased to pre-intervention levels, maintained themselves, increased, and/or emerged as unanticipated consequences. Other purposes for follow-up include establishing realistic expectations of what a program can and cannot accomplish, learning how to improve a program, helping decision-makers change the structure or funding of a program, or gathering political information for defending (or attacking) a program (Morell, 1979).

Outcomes to Assess

Researchers should use various instruments to assess career information:

- Multiple measures of the same outcome (e.g., questionnaires, interviews, and counseling-center records). Different types of measures (e.g., behavioral, archival, and attitudinal)(Oliver, 1979).
- Specific measures (e.g., the attainment of clients' individual career-counseling goals) and global measures (e.g., job satisfaction) should be used (Oliver, 1979).
- The longer the interval between program completion and follow-up, the harder it becomes to relate clearly participants' actions to program activities (Morell, 1979). Thus, short-term outcome measures should often receive priority (Oliver, 1979).
- Instruments of known reliability and validity from previous research are recommended, and objective, nonreactive measures (e.g., archival data, cost data) should be employed along with subjective measures (e.g., ratings, self-reports)(Oliver, 1979). Furthermore, both intermediate and ultimate outcomes of career counseling should be assessed. Intermediate outcomes (e.g., job-seeking skills) lead to final outcomes (e.g., employment status), and show why a program succeeds or fails, and allow improvements to be made (Morell, 1979)."Learning outcomes" (e.g., self-awareness, opportunity awareness, decision-making skills, and transition skills) are important intermediate outcomes of career counseling and precursors of subsequent socioeconomic outcomes, such as earnings (Conger et al., 1994).

Major outcome domains to consider (Oliver & Spokane, 1988) include *career decision-making* (e.g., accuracy of self-knowledge, appropriateness and realism of choice, career information-seeking, decidedness, satisfaction); *effective role functioning* (e.g., academic performance, job-interview skills, career maturity, self-esteem, anxiety, need for achievement); and *evaluation of counseling* (e.g., ratings of satisfaction or effectiveness).

A multidimensional set of rating scales has recently been proposed for supplementary evaluation outcome measures (Spokane, 1991, pp. 219-224). These scales cover the domains of persistent search and exploratory behavior, information, realism, barriers, hope and morale, activity level, congruence, cognitive framework, commitment and predicament appreciation, goals and options, decisional process, anxiety, and performance.

Procedures

- The key purpose(s) for conducting a follow-up evaluation (see above) needs to be specified in advance, to guide choices about the most appropriate follow-up time-frame, outcome measures, and procedures.

- Follow-up evaluations are typically "post hoc," implemented only after a program has begun, and are thus unable to benefit from random assignment of participants to programs or adequate control groups. Nevertheless, post hoc evaluations are well worth doing as long as the evaluator considers plausible rival hypotheses and recognizes that the evaluation will inevitably be less informative than if it had been pre-planned and well controlled (Morell, 1979).

- Carrying out more than one follow-up assessment after program completion allows a profile of program effects over time to be determined. Confidence in the results of post hoc evaluations increases when there is convergence among several "naturally occurring" comparison groups: groups similar to those being studied but not receiving career counseling, the past performance of the study group itself prior to receiving career counseling, or successive program cohorts (Morell, 1979). Although post hoc evaluations do not allow the establishment of causal relations, they do permit reasonable judgments about possible or even probable relationships between program activities and client changes during the follow-up period (Morell, 1979). Qualitative data based on program participants'opinions should be used as a check on quantitative data, and vice versa. Also testing *a priori* hypotheses about expected relationships will enhance the interpretability of findings in post hoc, correlational evaluations (Morell, 1979).

Numerous techniques can increase response rates in follow-up surveys, including personalized letters, repeated telephone or mail reminders, registered mail, and payment for participation. A surprisingly high proportion of former program participants can often be located through the mail, telephone directories, public records, personal visits, specialized newspapers, alumni associations, and programs can maximize successful follow-up rates by obtaining information during counseling that is relevant to maintaining contact (Morell, 1979). Some understanding of the direction and magnitude of attrition bias can be gained by comparing early and late responders, and responders and nonresponders.

Two Examples of Follow-Up Evaluation

In a follow-up study conducted 3-6 months after career counseling had ended, Nevo (1990) found that clients rated discussions with their counselor as the single most useful component of career counseling, followed by ability tests, career-related reading, and interest inventories; felt that career counseling helped them more in promoting self-understanding than in fostering a specific career decision; were more satisfied with counseling if they had been helped in both the personal and career spheres, rather than in one sphere only; rated their counselors' assistance in helping them organize their thinking and become more aware of their interests and abilities as the most important factor in their satisfaction with counseling.

In a case study, Kirschner, Hoffman, and Hill (1994) found, at an 18-month follow-up, that a former career-counseling client had maintained her original counseling gains and crystallized her career goals. At a five-year follow-up, the client identified her career-counseling experience as very influential in helping her achieve several important outcomes: a positive job change; a high degree of job satisfaction; greater awareness of the need to be more active in her career decisions and interpersonal relationships; and increased self-understanding, self-acceptance, and self-esteem.

Conclusion

We have identified some of the key purposes, outcomes, and procedures that career-counseling practitioners and administrators need to consider in planning useful follow-up evaluations of their services. Follow-up assessment provides advantages that no other evaluation strategy offers--information on program staying power, a profile of program effects over time, and the identification of unintended consequences (Morell, 1979). Thus, follow-up evaluation merits systematic application.

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Career Transitions

Danielle Riverin-Simard

Overview

Career transitions are the lot of many in our constantly changing, postindustrial societies. In these last years of the twentieth century, however, the transitions which are most critical in scope and in their negative social repercussions most frequently appear in transitions to work. They reflect young people in search of employment and adults who, because of single or mass layoffs, face the necessity of negotiating their reinsertion into the workforce.

Our preceding analyses (Riverin-Simard, 1988; 1991) showed us it would be imperative to undertake the writing of a new concept of career transitions. These analyses highlighted the different phases of professional life through which adults pass over the years, described in terms of such classic variables as intracultural (socioeconomic status) and intrapersonal (types of vocational personality). These phases, with their accompanying periods of rethinking which are often stressful and sometimes painful, are, in fact, career transitions which have to be worked through. That is why we offered a new concept which incorporates intervention procedures and which are likely to ease transition through these different phases experienced by most adults (Riverin-Simard, in press). The intervention procedures are intended to accelerate vocational development by helping people complete each of their career transitions as successfully as possible, including the transitions accompanying entry and reentry into the labor market.

New Concept Of Career Transition

Our concept of career transition is related mainly to a psycho-sociological approach. More exactly, it is based on four principles, which are original and which result from our research over the last 8 years.

1. The transitional process is cyclical and continuous. This statement is akin to conceptions such as Nicholson and West (1989), in which the final stage of the model is, in fact, the beginning of the next transitional cycle. This idea of recursiveness, juxtaposed with the transitional phenomenon, appears in our previous work (Riverin-Simard, 1988; 1991), where it was observed that the events resulting in career transitions are not exceptional.These events even appear to cause an uninterrupted sequence of transitions and reconsiderations. This is an inter-transitional cycle which itself, as we will see later on, gives rise to an intra-transitional cycle.

2. Individuals must renew their relationship with the world in order to control their transitions adequately. This principle explains the concept of transition in our present program. This obligation to redefine or rebuild a new form of relationship with one's environment is also discussed by other authors (e.g., Schlossberg, 1991). Since the two poles (person and environment) are subject to constant change, it is obvious that the modes of interaction between the two also will have to be defined cyclically and continuously. Thus, career transitions,whatever their nature may be, are always defined as re-examinations of new modes of relationship to be maintained with the world of work. Therefore,they implicitly necessitate a complete revision of the interaction between the individual person P and the environment E. Consequently, as soon as an event is seen to be a cause of disturbance, individuals must remodel their interaction with the environment if they are to accomplish their career transitions successfully.

3. Renewal of the relationship with the world of work, allowing for its complexity and its crucial importance, requires that four distinct interactional P-E dimensions be kept in mind. This principle is original, and results from our work. Stokols and Altman (1987), after emphasizing that few authors have studied in depth the philosophical and metatheoretical substrata on which the different concepts of P-E interaction are founded, propose a terminology for describing four types of interaction. To our knowledge, no author has yet applied these different modes of P-E interaction to career transition. Our new program, based on the work of Altman and Rogoff (1987), stresses the fact that, if individuals are to succeed in each of their career transitions, they must renew their interaction with the environment in terms of the four dimensions: analogical, relational, organismic, and transactional.

(a) *Analogical.* Faced with a transition the person, P, must become acquainted with new components of the self and the environment and with the possibilities of pairing these recent redefinitions of the P and the E;

(b) *Relational.* People must be able to understand the reciprocal effects of these two modified entities;

(c) *Organismic*. People must also reposition themselves while keeping in mind the future reorientation of their vocational life and the renewal of the trajectory of the labor market;

(d) *Transactional*. The person, P, must learn once more how to juggle all the elements: the unknown, globality (multi-referential aspect), and situational, in which all the main elements (the P, the E, and also the context C and the precise moment of interaction T) combine to form, and continually recreate, particular situations.

4. Redefinition of the person's relationship with the world of work is effected through a cycle of revision comprising four stages which match the four modes of P-E interaction: analogical, relational, organismic and transactional. This original principle in the conception of transition is at the foundation of our present program of assistance. The four principles apply to the process of analyzing the elements in the transition, seeing how they are related, preparing to make the transition, achieving stability, and learning how to balance (juggle) all the factors involved. This is the intertransitional process of making a transition from one situation to another. However, the same factors apply to dealing with a single transition; thus the four dimensions also apply in an intra-transitional fashion. The inter-transitional process was described above. The intra- transitional process, and the interventions that are used in making successful transitions, are outlined below.

New Concept Of Intervention

In order to simplify this cycle of revision and thus increase the chances for successful career transitions, the program of assistance in our world advances the novel postulate that there must be four different educational strategies corresponding, respectively, to each of the four distinct modes of P-E interaction.

1. *Analogical* is realized through informational objectives regarding the P-E similarities or differences.

2. *Relational* focuses primarily on a double objective of raising awareness of the reciprocal P-E actions, and developing interpersonal skills such as persuasion and inter-influence.

3. *Anticipation*, linked with the organismic approach, is associated with the development of the skills in projecting the P and the E into future perspectives and in perceiving the complex interinfluences between these two series of realities, given that they are each located within a particular future orientation.

4. *Transactional* focuses on globalization enables one to read a situation globally and to detect the singular character of that situation. These objectives of the globalization strategy include an education in tolerating the ambiguity created by the unknown and unforeseeable character, which is inevitably linked with the uniqueness of each situation in career transitions.

Conclusion

Some intervention programs have been created in response to the magnitude of the difficulties that career transitions present for adults. From this perspective, we have considered an innovative program which aims to improve the career adaptability of adults seeking employment. In order to do this, we have based our work on the process of person-environnement interaction (P-E); a process that has been recognized as central to the main theories of vocational choice and development. We have subsequently refined this "P-E" interaction by distinguishing four facets that we label analogic, relational, organismic, and transactional. This latter contribution is one of the principal elements which assures the innovation of our program.

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On The Horizon:
Important Future Directions For Career Development

Bryan Hiebert & M. Lynne Bezanson

Overview

Career development in Canada is undergoing exciting changes. Many good initiatives have been sponsored by provincial and federal government departments. With CAMCRY, Stay In School, Youth Services Canada, and Youth Internships, substantial financial resources have been invested. Excellent programs have been developed. Many well-trained professionals are now working in the area of career development. Equally important, many others now see the need for career development and are actively supporting it. Career development is moving into the mainstream and gaining a greater profile within professional circles.

Discussion

The need for career development is enormous. High unemployment is a global problem and Canada's figures fall within the mid-range. There is agreement that the "old way" of "one job for life" is no longer a reality for most people. It is possible that, in the future, there will not be enough paid employment for all. Therefore, there is a need to build on, and extend what we have accomplished, in order to meet the challenges of the future.

It is dangerous and inappropriate to "crystal ball gaze," but it is possible to suggest some issues that will need to be addressed, and outline some of what is—or will need to be, on the horizon, in order for career development to remain a vital force.

1. *The meaning of "career success" needs to be reconceptualized.*

Baby boomers, the largest demographic group in Canada, have been taught to believe that a stable career is good—if people work hard, and earn a good education, they will be assured of work, will be able to choose any job, and may remain in that job as long as they want. Success is defined in terms of "upward" mobility— mobility through, or upward into another organization.

Now the rules have changed. Companies are downsizing. There is massive unemployment and a surplus of qualified workers in many areas. Quota systems in most universities prevent many youth from getting into the program of their choice. Those who do get the program they want may find there are no jobs available in that area when they graduate. There is a dramatic increase in part-time jobs, contract work, and "portfolio people."

The meaning of "career success" needs to be revised so that people are able to view themselves as successful, despite changing circumstances. People are not necessarily failures if they "only find part time work" or if they change jobs every 2-3 years. While it is true that some people lack the skills to maintain permanent work, it is also true that others are forced to change jobs by system factors beyond their control. Therefore, it is important to develop a mind set that does not automatically assume that there is something wrong with people who change jobs frequently. Moreover, it will be important to legitimize the satisfaction and feeling of success which people derive from unpaid work.

The current bias towards occupations requiring a university education automatically excludes 80% of the population from entering "high status" jobs. More value must be placed on technical occupations, apprenticeships, trades, and other skilled work. Such alternatives may then be seen as legitimate "first choice" options for workers.

2. *People need expanded skills sets to succeed in the work place.*

Expanded skills sets are described in several sources. The Conference Board of Canada underscores higher order thinking, personal management, and team working skills (see McLaughlin, 1995). Borgen and Amundson (1995) outline a youth empowerment model that facilitates successful transitions. In addition, it is important that people learn how to be self-motivated, how to recognize opportunity in changing circumstances, how to find ways to promote satisfaction in their current jobs (focusing on the positive), and how to manage their self-talk so that it coaches facilitative behavior, productive thinking, and motivating affect. It is also be necessary to develop skills in marketing oneself, to enhance skills and attitudes that promote being flexible, and to foster skills for determining one's generic transferable skills.

3. *The needs of workers in transition must be recognized.*

Many people are in life roles in which they feel trapped. Such people as these who are between jobs, women returning to work, workers changing to more satisfying jobs, and workers wanting to renew their enthusiasm for their current jobs. Programs and methods need to be developed to assist these people in making transitions to more meaningful situations.

4. *The needs of older workers in retirement must be recognized.*

With increasing numbers of people nearing retirement age, and with firms offering early retirement incentives, it will be important to change the concept of retirement from a transition to "doing nothing" to a *planned* change in focus." This may involve a gradual reduction of job hours while a worker explores other sources of satisfaction. It may also require formal career planning for the post-retirement career/life options. Most people who enjoy retirement find that they are busy pursuing non-paid work as sources of satisfaction (the term "volunteer work" is not a coincidence!).

5. *The scope and practice of career development needs to expand.*

The term "career/life" development acknowledges that career issues cannot be separated from other life issues. The domains of career counseling, career guidance, and career education need to be updated. As a point of discussion, we suggest the following:

- *Career education* will take place mostly in school classrooms, with a focus on developing knowledge, skills, and attitudes generic to most career/life transition situations. Increasingly, the focus is on an infusion model where career education becomes a component of several school subjects, English (e.g., résumé writing), and science (e.g., being aware of career possibilities in chemistry), and so forth. (See Millar, 1995).

- *Career guidance* (people often need a guide) will take place largely in small workshops and have a skill-training focus. Most European countries call this "careers guidance." In Canada, it's sometimes called "counseling," "workshops," or simply "group work." In some cases, guidance may be individualized, but the focus will be either on skill training, or marketing, or placement.

- *Career counseling* may involve individuals or groups, but the agenda will include complicated skill sets or long-standing problems, such as contextual situations or client barriers.

6. *Alternative delivery systems need to be developed.*

A revised delivery system will make career guidance/counseling accessible to all, across the life span. This may involve the promotion of a "Career Development Culture." Just as "Participaction" increased the awareness of the importance of physical fitness for health, promoting a "Career Development Culture" will help people take charge of their career/life paths. There may be a need for periodic "career check-ups," where workers at all levels and in all jobs take stock of their career direction and map out their future career/life plans. Part of a new delivery system may include the three-component model of self-help, group work (guidance), and individual work (guidance or counseling), which is summarized by Kellett and Conger (1995).

7. *The scope of practice of those working in career development will need to be expanded.*

Counselors need to break out of the traditional mold which emphasizes individual client interactions. Many client problems are more amenable to group intervention. Working with third parties (families, employers, other agencies) is increasingly important in helping clients achieve their goals. Practitioners need to become adept at marketing their programs, and the results of their interventions, to the public, and to their clients, supervisors, managers, and co-workers. Social action also has a legitimate role for career development practitioners, such as wheel chair access in public buildings for handicapped clients.

8. *There is a need for standards of training and service delivery.*

Currently there is no accepted training standard for those working in career development and no guidelines for quality assurance in service delivery. A multi-level set of standards should be developed to assure clients that service providers (classroom teachers, school counselors, agency counselors, contract trainers, and so forth) have appropriate training to deliver services. Commensurate with this, guidelines are needed to guarantee that adequate services are offered in career development. This will ensure that quality control procedures are in place to monitor and evaluate the outcomes from each respective group.

9. *Evaluation approaches need to be modified and more readily accepted.*

The scope and context of evaluation needs to be expanded to include ways of tabulating the things that counselors do to keep clients motivated, gauge client progress, and teach clients how to be more aware of their successes. Increasing accountability concerns will make it important to develop non-intrusive ways to use naturally occurring events as evidence of client success. Currently, the profession is not good at this because people have applied little collective creativity towards developing valuation procedures. As we devote more energy to evaluation new methods will begin to emerge.

Conclusion

Career development has been gaining prominence over the past decade as more professionals and members of the public realize the important role that career/life planning plays in people's lives. The directions we propose will help ensure that career counseling, career guidance, and career education maintain the necessary relevance to remain in the mainstream of services. This, in turn, will help to increase the profile of career development in the eyes of practitioners in a wide variety of professional settings.

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Topical Searches of the ERIC Database

National Canadian Initiatives in Career Counseling

Career Counseling With Specific Populations

Career Education in Schools

Approaches to Career Counseling

Career Counseling Methods and Techniques

Delivery of Career Counseling Services

Evaluation of Career Counseling

Issues Needing to be Addressed in Career Counseling

For each focus area, an in-depth search of records entering the ERIC database from 1982 through September, 1994 was performed using SilverPlatter. Boolean searching techniques were employed, primarily using controlled terms listed in the *Thesaurus of ERIC Descriptors*. The search includes both journals (EJ prefixes) and documents (ED prefixes). Information on how to order/obtain either is contained in the section on "Using and Contributing to ERIC."

National Initiatives in Career Counselling

AN: EJ473981
AU: MacDonald,-Darlene-L.
TI: Counselor Training in Canada: An Alberta Approach.
PY: 1993
JN: Journal-of-Employment-Counseling; v30 n4 p174-84 Dec 1993
AB: Examines initiatives of Alberta/Northwest Territories Region of Employment and Immigration Canada in implementation and continuing development of employment counselor training within context of changing economic conditions and policy changes. Describes such initiatives as innovative group approaches, program of competence maintenance and enhancement, and development of accountability framework for employment counseling. Examines future directions for training. (Author/NB)

AN: EJ456926
AU: Hiebert,-Bryan
TI: Creation and Mobilization of Counselling Resources for Youth: An Innovation in Collaborative Program Development.
PY: 1992
JN: Canadian-Journal-of-Counselling; v26 n4 p215-21 Oct 1992
AB: Documents background events giving rise to Creation and Mobilization of Counselling Resources for Youth (CAMCRY), Canadian national initiative directed at effecting improvement in career counseling to enable more youth to enter labor market without serious difficulty. Highlights novel and collaborative aspects of the initiative. Notes there are 41 CAMCRY projects nearing completion or already completed across Canada. (NB)

AN: EJ446976
AU: Ward,-Valerie; Bezanson,-Lynne
TI: Career Counselling of Girls and Women: Guidelines for Professional Practice.
PY: 1991
JN: Canadian-Journal-of-Counselling; v25 n4 p476-84 Oct 1991
AB: Presents Guidelines for the Career Counselling of Girls and Women, drafted by a Collaborative Action Committee and endorsed by Canada's provincial Ministers Responsible for the Status of Women and Ministers with Labour Market Responsibilities. Presents guidelines as blueprints for consideration and action of counseling profession at all levels, from practitioners to policymakers. (Author/NB)

AN: EJ424102
AU: Amundson,-Norman; And-Others
TI: Group Employment Counseling in Canada.
PY: 1990
JN: Journal-of-Employment-Counseling; v27 n4 p181-90 Dec 1990
AB: Describes the development and implementation of a group employment-counseling training program that is being used by the Canadian Employment and Immigration Commission. Discusses the theoretical materials, training schedule, and training approach. Outlines impact of the program and its implementation including concerns about integration of the program into employment centers. (Author/PVV)

AN: EJ408135
TI: LFDS: Private Sector Task Force Reports.
PY: 1990
JN: Canadian-Vocational-Journal; v25 n4 p6-8 Win-Spr 1990
AB: Themes of a Canadian private sector task force report on labor force development are improving federal-provincial cooperation, expanding business and labor roles in policy, improving basic skills, promoting lifelong education, expanding counseling services, improving access to training programs, enhancing the quality and dissemination of labor market information, and improving evaluation of labor market programs. (SK)

AN: ED329846
AU: Bognar,-Carl-J.
TI: Evaluation of CHOICES, The Computerized Career Information System.
PY: 1991
AB: This paper presents the results of an evaluation of CHOICES, a career information system developed by the Canada Employment and Immigration Commission, and implemented in Canada Employment Centers (CECs). Two instruments were designed for this evaluation: a questionnaire for clients who had just used CHOICES, and one for counselors who work with clients who use CHOICES. The client questionnaire assessed users' self-perceptions about whether CHOICES increased their knowledge. Other measures included estimates of the number of lists produced, and client attitudes towards ancillary materials, preparation, and future plans. The counselor questionnaire was designed to assess the knowledge, attitudes, and experience of counselors currently using the system. All of the comments received in the evaluation supported CHOICES, and were directed toward improving the content and delivery of the program. However, CHOICES is now nearly 15 years old, and significant advances both in computer programming and in hardware have occurred since CHOICES was designed. The introduction of the new National Occupational Classification presents an opportunity for the redesign of CHOICES to meet the concerns of users and counselors alike. (LLL)

AN: ED319820
TI: Youth. A National Stay-in-School Initiative = Jeunesse. Projet national d'incitation a la poursuite des etudes.
CS: Canada Employment and Immigration Commission, Ottawa (Ontario).
PY: 1990
AB: The Canadian government is meeting the rising demand for highly skilled workers with a $296.4 million national dropout prevention initiative over five years. This document, written in both English and French, describes the initiative. More than half of the funds will be allocated to programs and services, more than a quarter to mobilizing partnerships, and the remainder to raising public awareness. The dropout rate is now at 30 percent, with a population drawn from all neighborhoods, backgrounds, and races. Common dropout characteristics include difficulty in reading, lagging one or more grade levels behind peers, and working more than 15 hours per week. The proportion of dropouts is twice as high for low-income families as for others. Programs and services will focus on expansion of the existing Work Orientation Workshops (WOW) program linked with an expanded CHOICES program, which uses an interactive computer database containing career and educational information. A national non-profit institution will be formed to combine business, labor, the academic community, and the education ministries to develop demonstration programs to test improved career counseling and other dropout prevention strategies. A multi-faceted information program will focus on realistic career options and the fundamental values of a high school education. Statistical data are included on five graphs. (FMW)

AN: ED307549
AU: Geroy,-Gary-D.
TI: Counselors' Emerging Role in Individual and Canadian Economic Success.
PY: 1989
AB: Professional organizations in the world of work view counselors as human resource development professionals with historic and defined roles. The issue of new and emerging roles for counselors is the result of the need for a shift from counseling only for vocational placement to a concern for the intangibles resulting from the interaction between organizational change and evolving worker needs. It has been suggested that professional issues associated with this change will be focused around aspects of the economic and occupational environments with which counselors will interact and in which their clients will be emersed. Major departures in education and counseling need to occur to facilitate economic development. Curriculum and counseling need to be distributed over a wider temporal span which extends into post-formal school arenas and later lifetime periods of individuals. The counseling effort should embrace not only specific client needs, but be broad enough to consider organizational, societal, and economic realities. Counselors

formally involved in economic development strategies may assume some combination of roles. The counselor will need to acquire additional knowledge and skills to support these new and more complex roles. Meeting these challenges will contribute to individual and national ecomonic development. (ABL)

AN: ED302798
AU: Colert,-Sherril; Stuebing,-Jane
TI: Counselling Farmers Facing Situationally Determined Career Change.
PY: 1988
AB: Although in the past farmers have not been a traditional client group for personal and career counselors, the recent financial plight of farm families has resulted in farmers being identified as a special target group by the Canadian government. Programs, such as the Canadian Rural Transition Program (CRTP), have been established to provide assistance to farm people who are involved in situationally determined career change. The CTRP assists farm families in six different ways: (1) transition grants; (2) training assistance; (3) travel and relocation assistance; (4) self-employment grants; (5) career and personal counseling; and (6) wage reimbursement. Benefits derived from career counseling include increased self-esteem for clients; insight for the CRTP staff regarding follow-up action; less personal counseling; and discovery of new career options. In a grief model of change, old boundaries are lost and new boundaries are formed. Ultimately it is the counselor's role to assist the individual in integrating past experiences, interests, abilities, and present resources and translate this information into career options. (ABL)

Specific Populations

AN: EJ454068
AU: Tomini,-Brenda-A.
TI: Vocational Bias and Gender: Evaluations of High School Counsellors by Canadian University Undergraduates.
PY: 1992
JN: Canadian-Journal-of-Counselling; v26 n2 p100-06 Apr 1992
AB: First-year university students (n=200) evaluated their career counseling experiences during senior year in high school. Women generally reported experiences as more favorable than did men, although women showed lower levels of confidence regarding chosen careers. Student responses did not appear to reflect major problems in terms of gender bias among counselors, yet evaluations of counseling were largely negative. (Author/NB)

AN: EJ446976
AU: Ward,-Valerie; Bezanson,-Lynne
TI: Career Counselling of Girls and Women: Guidelines for Professional Practice.
PY: 1991
JN: Canadian-Journal-of-Counselling; v25 n4 p476-84 Oct 1991
AB: Presents Guidelines for the Career Counselling of Girls and Women, drafted by a Collaborative Action Committee and endorsed by Canada's provincial Ministers Responsible for the Status of Women and Ministers with Labour Market Responsibilities. Presents guidelines as blueprints for consideration and action of counseling profession at all levels, from practitioners to policymakers. (Author/NB)

AN: EJ446952
AU: Klein,-Hal; And-Others
TI: The Dynamics of Unemployment for Social Assistance Recipients.
PY: 1992
JN: Journal-of-Employment-Counseling; v29 n2 p88-94 Jun 1992
AB: Examined the experience of unemployment and helping or hindering factors for social assistance recipients. Found total of 516 critical incidents identified from transcripts of taped interviews with 20 social assistance recipients. Majority of incidents were negative; most frequently occurring category was stress over lack of money. (Author/NB)

AN: EJ440790
AU: Amundson,-Norm; And-Others
TI: Job Link: An Employment Counseling Program for Immigrants.
PY: 1991
JN: Journal-of-Employment-Counseling; v28 n4 p167-76 Dec 1991
AB: Describes Job Link, a group employment counseling program for counseling immigrants, and materials that were developed for the project. Also discussed are the results of a program evaluation suggesting that the program was relatively successful in placing immigrants in jobs or in further training. Suggests implications for employment counseling and ongoing development. (Author/NB)

AN: EJ440787
AU: Westwood,-Marvin-J.; Ishiyama,-F.-Ishu
TI: Challenges in Counseling Immigrant Clients: Understanding Intercultural Barriers to Career Adjustment.
PY: 1991
JN: Journal-of-Employment-Counseling; v28 n4 p130-43 Dec 1991
AB: Discusses cross-cultural barriers encountered by immigrant clients and adjustment issues in the areas of psychological effects of moving to a new culture, communication, and employment. Identifies common barriers and special challenges faced by immigrant minority clients, hoping awareness of these issues will increase counselor sensitivity and improve employment counseling practice. (Author/NB)

AN: EJ434143
AU: Crozier,-Sharon-D.
TI: Empowering the Liberal Arts Student with Personal Flexibility for the World of Work.
PY: 1991
JN: Canadian-Journal-of-Counselling; v25 n2 p97-109 Apr 1991
AB: Presents a series of six career planning modules designed specifically to facilitate university students' concept of themselves as active agents in the career planning process. Focuses on one of the modules: Translating a Degree into an Occupation, which assists graduating liberal arts students to understand their potential in the world of work and how to manage their careers successfully. (LLL)

AN: EJ419541
AU: Schmidt,-E.; Denhert,-G.
TI: Why Women Should Be in Trades.
PY: 1990
JN: Canadian-Vocational-Journal; v26 n2 p11-12 Aug 1990
AB: Until women working in all skilled trades becomes an everyday occurrence, career and school counselors owe it to all women to make the participation of women in the trades a top priority. (Author)

AN: EJ412889
AU: Kanchier,-Carole
TI: Career Education for Adults with Mental Disabilities.
PY: 1990
JN: Journal-of-Employment-Counseling; v27 n1 p23-36 Mar 1990
AB: Provides an overview of assessment and counseling tools and strategies that may be used by employment counselors when working with adults who have mild and moderate mental disabilities. (TE)

AN: EJ383524
AU: Ross,-Thomas-J.; Spencer,-Farida
TI: Reliability and Utility of MVS for a Psychiatric Population.
PY: 1988
JN: Career-Development-Quarterly; v37 n1 p70-77 Sep 1988
AB: Examined utility of My Vocational Situation (MVS) in identifying career decision difficulties within population of adult psychiatric patients (N=300). Found that MVS could successfully identify those patients in need of vocational training and counseling. (Author/NB)

AN: EJ326388
AU: Conklin,-R.-C.
TI: Career Counselling Agoraphobic Clients.
PY: 1985
JN: Canadian-Counsellor; v19 n3-4 p190-98 Jul 1985
AB: Describes a career counselling approach used with a sample of female clients suffering from severe phobia. Each step in the process is described and summarized as exploration, counselling, action. Tests and procedures used are identified. Results are reported as well as some implications and recommendations for practitioners. (Author)

AN: EJ296495
AU: Kahn,-Sharon-E.
TI: Development and Operation of the Women's Employment Counseling Unit.
PY: 1983
JN: Vocational-Guidance-Quarterly; v32 n2 p125-29 Dec 1983
AB: Describes the Women's Employment Counseling Unit in Vancouver, British Columbia, the first of several Canadian counseling centers designed to meet the needs of women. Describes the organization of the center and the counseling services provided, and discusses characteristics of reentry workers. (JAC)

AN: EJ292915
AU: Gaskell,-Jane
TI: Counseling Girls for Equal Opportunity.
PY: 1983
JN: School-Guidance-Worker; v39 n2 p35-38 Nov 1983
AB: Suggests that the unequal position of women in the labor force is a critical issue for guidance counselors. Counselors should encourage girls to try different areas and counteract stereotypes that both students and teachers have concerning education and careers for girls. (JAC)

AN: EJ292752
AU: Russell,-A.-Gordon; Miller,-B.-Jaynn
TI: Counseling the Disestablished Worker.
PY: 1983
JN: School-Guidance-Worker; v39 n1 p5-7 Sep 1983
AB: Describes a career counseling program to assist Canadian workers unemployed due to plant closures. The program included assessment, career clarification, and job search techniques delivered during a series of group workshops and individual counseling sessions. (JAC)

AN: EJ274098
AU: Wolman,-Harriet
TI: Youth Unemployment: Where Does Education Fit?
PY: 1983
JN: School-Guidance-Worker; v38 n3 p23-29 Jan 1983
AB: Summarizes recommendations of a study exploring issues of job preparation, program quality, and job market accessibility for disadvantaged youths. Discusses the role of the secondary school, job training and skill development programs, and cooperative education and work experience programs. Provides suggestions for delivery of counseling services. (RC)

AN: EJ274097
AU: Amundson,-N.-E.
TI: Career Counseling with Unemployed Youth.
PY: 1983
JN: School-Guidance-Worker; v38 n3 p18-22 Jan 1983
AB: Based on the view that unemployment can cause both community and individual problems, describes a model counseling intervention designed to counteract the negative trends associated with unemployment. Presents facilitative, confrontive, conceptual, prescriptive, and catalytic interventions. (RC)

AN: EJ256168
AU: Booth,-Susan
TI: Counseling Women Who Want "Men's" Jobs.
PY: 1982
JN: School-Guidance-Worker; v37 n3 p45-50 Jan-Feb 1982
AB: Describes some characteristics of women interested in skilled trades careers. Demonstrates counselor attitudes and responses in counseling women who are interested in nontraditional careers, including the direct-discount approach, the rational protective approach, the subversive-support approach, and the expansive-facilitating approach. (RC)

AN: ED329827
AU: Freeman,-John-G.; And-Others
TI: Pathways to Employment: Solving Problems on the Job.
PY: 1991
AB: Youth with learning disabilities have high rates of unemployment and underemployment. A specific aspect of the poor social skills of adolescents with learning disabilities is their inability to solve unstructured problems on the job. The PROBE module was designed to help youth with learning disabilities to overcome this problem. PROBE is one of six modules in an ongoing research project examining ways of allowing youth with learning disabilities to explore careers, secure employment, and maintain employment. The PROBE module is based on the cognitive strategy instructional approach that has already proven successful in teaching adolescents with learning disabilities both reading comprehension and algebra problem-solving. The PROBE module includes a structured worksheet, job scenarios, and sample activity plans. PROBE emphasizes the importance of teacher modeling, emphasis on thinking aloud, and role playing. Preliminary results indicated that the PROBE module can be successful. Students and teachers are enthusiastic about it, and the indications are that the PROBE module can be used in individual and paired counseling with little adaptation. (ABL)

AN: ED309356
AU: Burwash,-Susan-C.; Vellacott,-John-W.
TI: Career Counselling Issues with Psychiatrically Disabled Clients.
PY: 1989
AB: The continuing trend towards the deinstitutionalization of the psychiatrically disabled population and the treatment of this

population from an outpatient or community-based perspective has led to increasing numbers of psychiatrically disabled individuals seeking services in the community. This situation, combined with the growing acknowledgement by mental health and rehabilitation professionals of the importance of vocational or career counseling, makes it inevitable that agencies engaged in vocational counseling will be seeing increasing numbers of these clients. As these clients present symptoms and concerns which are outside of the usual range of expertise of many vocational counselors, difficulties can be anticipated unless the counseling service and the individual counselors are prepared to deal with this particular population. If the counseling experience is to be beneficial to both counselor and client, then it is essential that the vocational or career counselor be knowledgeable about the issues and difficulties that face the psychiatrically disabled client. There are no hard and fast rules applying to the psychiatrically disabled client. The critical factor remains the willingness of counselor and client to believe that psychiatrically disabled individuals can and should develop the skills to move beyond mere job seeking to participate in more global career planning activities. (Author/ABL)

AN: ED304606
AU: Pitt,-Don; And-Others
TI: The Long Term Effect of Employment Counselling on Disadvantaged Youth: A Four Year Follow-Up Study.
CS: Peterborough Employment Planning and Youth Career Centre (Ontario).
PY: 1988
AB: This study compared the long-term employment and educational status of disadvantaged youth who had received employment counseling at the Peterborough (Ontario) Employment Planning and Youth Career Centre (EPYC) in 1982-1983 with the status of youth who had not. EPYC subjects were 40 females and 64 males, 43 of whom had less than a grade 12 education. Control subjects were 51 females and 48 males, 53 of whom had less than a grade 12 education. All subjects completed telephone and mail questionnaires on their employment and academic histories between 1982 and 1987 and the maximum rate of pay earned; their use and perceived value of various job search strategies; their reasons for terminating past employment; advice they would give youth; and basic demographic information. The results identified few, if any, longer-term positive effects for EPYC clients relative to controls. The control group exceeded the EPYC group in percentage of time employed, length of time per job, and current hourly wages. Each group spent equal lengths of time in school or other training since 1982, upgrading their academic and work skills. They also shared equal levels of high school education, suggesting that factors other than educational level may be impacting on EPYC subjects' chances for success in the marketplace. The findings point to a need for continuing research in the area of employment counseling for disadvantaged youth. Three pages of references are included. An annotated bibliography from the Youth Employment Program Evaluation, the telephone survey questionnaire, the mail survey questionnaire, and 9 bar graphs are appended. (NB)

AN: ED302798
AU: Colert,-Sherril; Stuebing,-Jane
TI: Counselling Farmers Facing Situationally Determined Career Change.
PY: 1988
AB: Although in the past farmers have not been a traditional client group for personal and career counselors, the recent financial plight of farm families has resulted in farmers being identified as a special target group by the Canadian government. Programs, such as the Canadian Rural Transition Program (CRTP), have been established to provide assistance to farm people who are involved in situationally determined career change. The CTRP assists farm families in six different ways: (1) transition grants; (2) training assistance; (3) travel and relocation assistance; (4) self-employment grants; (5) career and personal counseling; and (6) wage reimbursement. Benefits derived from career counseling include increased self-esteem for clients; insight for the CRTP staff regarding follow-up action; less personal counseling; and discovery of new career options. In a grief model of change, old boundaries are lost and new boundaries are formed. Ultimately it is the counselor's role to assist the individual in

integrating past experiences, interests, abilities, and present resources and translate this information into career options. (ABL)

AN: ED283662
AU: Sealey,-D.-Bruce; And-Others
TI: Little Saskatchewan School. An Educational Report.
CS: Little Saskatchewan Indian Reserve, St. Martin (Manitoba).
PY: 1987
AB: Students at Little Saskatchewan School (Manitoba, Canada) are not being adequately prepared for the future by their school, family, or community. While students in the lower grades perform adequately, the 1986 achievement of 9th graders fell to the bottom 10% of all Canadian students. While 90% of all Manitoba's students complete high school, Little Saskatchewan Reserve has had only one high school graduate in recent years. Until now, the very high dropout rate has not been a problem, but future high unemployment among the community's young people will burden the community's already limited economic base. Although student achievement is higher than in other Indian schools and similar to that in provincial schools, it is substantially lower than that in suburban schools--and average is not good enough. Strengthening the quality of basic education--especially in the higher grades--is the highest priority, with an emphasis on academic achievement. There is an urgent need for economic awareness and vocational counseling, as well as for more training in learning skills. The need for Saulteaux culture awareness and music, art, and drama education could be met through the use of volunteers. Parents and community play critical roles in education and must be involved in the educational process. (JMM)

Career Education in Schools

AN: ED353527
AU: Handcock,-Helen
TI: Alberta Career Events: A Planning Guide and Workbook for Counsellors and Teachers.
CS: Alberta Dept. of Education, Edmonton. Education Response Centre.
PY: 1992
AB: Information on planning career events in Alberta, Canada, is presented in this guide. Information is divided into these 10 areas: (1) establishing a realistic timeline; (2) setting goals and clarifying one's purpose; (3) establishing support and selling the idea; (4) setting the budget and anticipating expenses with a sample budget; (5) establishing a committee and sharing the task, including publicity, audio-visual committee, staff reminder, hospitality committee, speaker and displayer meal, displays committee, career event brochure committee, and teacher/student host committee; (6) choosing the format and making it fit the situation; (7) preparing students, including elementary and junior/senior high student activities; (8) organizing the speakers, including speaker invitation, guest speaker reply, suggestions for career speakers, displayer invitation, request for display, speaker information, and speaker/displayer thank you; (9) evaluating the event, including sample speaker evaluation, student evaluation, and student timetable/evaluation forms; and (10) meeting the challenges and possible solutions. Other ideas for career events are also presented: career panels, tours, evening activities, job shadowing, and fun activities. Suggested career planning resources and a sample application form are also included. (ABL)

AN: EJ316411
AU: Pitman,-Walter
TI: Jobs, Learning and the Arts.
PY: 1985
JN: School-Guidance-Worker; v40 n3 p13-17 Jan 1985
AB: Presents a question for school counselors--where will jobs for the future develop? Maintains that high-technology occupations will only absorb a small percentage of students and suggests occupations in the arts as a vocational direction for today's students. Emphasizes the growth of the entertainment industry and the "cultural arts." (BH)

AN: EJ286383
AU: Uhlemann,-Max-R.; And-Others
TI: Closing the Gap: Increasing Vocational Awareness in the Science Classroom.
PY: 1983
JN: Canadian-Counsellor; v17 n3 p112-17 Apr 1983
AB: Examines the science teacher's responsibility in assisting students to understand science and technology and its career implications, and proposes that the counselor provide career education consultation to the science teacher. Includes practical ideas for integrating career education into the science classroom. (Author/WAS)

AN: EJ274099
AU: Harvey,-Richard
TI: Counseling Students for a Poor Job Market: 1977 and 1983.
PY: 1983
JN: School-Guidance-Worker; v38 n3 p32-36 Jan 1983
AB: Describes the role of career guidance in helping students find a vocation in which they can hope to be employed. Enumerates effective job search skills that students can develop. Notes methods of obtaining job experience and the necessity of career planning. Discusses the need for accurate occupational information. (RC)

AN: EJ274098
AU: Wolman,-Harriet
TI: Youth Unemployment: Where Does Education Fit?
PY: 1983
JN: School-Guidance-Worker; v38 n3 p23-29 Jan 1983
AB: Summarizes recommendations of a study

exploring issues of job preparation, program quality, and job market accessibility for disadvantaged youths. Discusses the role of the secondary school, job training and skill development programs, and cooperative education and work experience programs. Provides suggestions for delivery of counseling services. (RC)

AN: EJ270937
AU: France,-Honore; McDowell,-Christina
TI: A Peer Counseling Model for Computer-Assisted Career Counseling.
PY: 1982
JN: Canadian-Counsellor; v16 n4 p206-12 Jul 1982
AB: Describes a model which combines peer counseling principles for use with computer-assisted career counseling program. This student orientated model outlines a two-phase training program and provides practical guidelines for implementation. The student peer counselors are trained in communication skills, values clarification and decision making. (Author)

AN: EJ256163
AU: Herman,-Al; Altmann,-Hal
TI: The Status of Guidance in Canadian Schools.
PY: 1982
JN: School-Guidance-Worker; v37 n3 p19-21 Jan-Feb 1982
AB: Proposes that administrators, teachers, and counselors, do not always agree on what are appropriate counselor functions. Suggests a psychoeducation model of counseling needs to be adopted in Canada. Encourages counselors to accept school guidance as an educational process. (RC)

AN: EJ254675
AU: France,-M.-Honore; Mitchell,-Bruce
TI: Career Education: A Challenge for Canadian Educators.
PY: 1981
JN: Canadian-Vocational-Journal; v17 n3 p6-10 Nov 1981
AB: Career education cannot ensure successful career development growth without appropriate policies and action. Finding solutions to problems confronting career education in Canada is one approach to improving the quality of life. Educators and policy makers must go beyond present commitments to create initiatives for the improvement of Canadian career education. (Author/JOW)

AN: ED322431
AU: Fitzsimmons,-George
TI: Career Development Instruments. Monograph Number 5.
CS: Alberta Dept. of Education, Edmonton.
PY: 1990
AB: This document outlines some resources that may be helpful to school guidance counselors and other educators. Five resources are described for the elementary school years when children's natural curiosity and openness can be channelled into understanding themselves and others as well as learning about the meaning of work and the types of work carried out in their homes, schools, and communities. These include Developing Understanding of Self and Others (DUSO-Revised); the Culture-Free Self-Esteem Inventory; the Perception of Ability Scale for Students (PASS); The Test of Cognitive Skills; and the Murphy-Meissgeier Type Indicator for Children (MMTIC). For junior high school students a major objective is to identify general values in relation to work. Useful resources discussed for junior high students include: the Life Roles Inventory; Values Scale; the Safran Student's Interest Inventory; Career Development Inventory (CDI); Myers-Briggs Type Indicator (MBTI); and Self-Directed Search. For career and the world of work instruction for senior high school students these career education resources are reviewed: Career Directions Inventory; Jackson Vocational Interest Survey (JVIS); Strong Interest Inventory (SII); My Vocational Situation; Career Maturity Inventory; Life Roles Inventory: Values Scales and Salience Inventory; General Aptitude Test Battery; and the Differential Aptitude Test. (ABL)

AN: ED319820
TI: Youth. A National Stay-in-School Initiative = Jeunesse. Projet national d'incitation a la poursuite des etudes.
CS: Canada Employment and Immigration

Commission, Ottawa (Ontario).
PY: 1990
AB: The Canadian government is meeting the rising demand for highly skilled workers with a $296.4 million national dropout prevention initiative over five years. This document, written in both English and French, describes the initiative. More than half of the funds will be allocated to programs and services, more than a quarter to mobilizing partnerships, and the remainder to raising public awareness. The dropout rate is now at 30 percent, with a population drawn from all neighborhoods, backgrounds, and races. Common dropout characteristics include difficulty in reading, lagging one or more grade levels behind peers, and working more than 15 hours per week. The proportion of dropouts is twice as high for low-income families as for others. Programs and services will focus on expansion of the existing Work Orientation Workshops (WOW) program linked with an expanded CHOICES program, which uses an interactive computer database containing career and educational information. A national non-profit institution will be formed to combine business, labor, the academic community, and the education ministries to develop demonstration programs to test improved career counseling and other dropout prevention strategies. A multi-faceted information program will focus on realistic career options and the fundamental values of a high school education. Statistical data are included on five graphs. (FMW)

AN: ED306417
TI: Integrated Occupational Program. Information Manual for Administrators, Counsellors, and Teachers. Interim--1989.
CS: Alberta Dept. of Education, Edmonton. Curriculum Branch.
PY: 1989
AB: This manual is designed to help school staff implement the Integrated Occupational Program (IOP) in grades 8-12 in Alberta, Canada. The IOP serves students who have experienced prolonged difficulty with regular elementary and secondary programs. It is intended to help them become responsible members of society, develop entry-level vocational abilities, and recognize the need for lifelong learning. The program involves curriculum integration, with concepts presented in core subjects being reinforced through concrete applications in other subject areas. Social skills are integrated into every IOP course. The manual contains these five sections: Overview; Junior High Integrated Occupational Program; Senior High Integrated Occupational Program; Suggestions for Successful Implementation; and Community Partnerships. Concrete advice is given on what kinds of teachers are likely to be successful IOP teachers; the coordinator's role; how to use the curriculum guide; using a problem-solving model; understanding the cognitive development of the IOP student; setting expectations; evaluating students' work; the oral demands of the classroom; techniques for maximizing classroom effectiveness; and student behavior indicators. Job aids for the teacher are included for assessing students' notebooks; interviewing students about an essay/project/report-writing assignment; assessing examinations; and assessing how much information students have gained from texts. (CML)

AN: ED304606
AU: Pitt,-Don; And-Others
TI: The Long Term Effect of Employment Counselling on Disadvantaged Youth: A Four Year Follow-Up Study.
CS: Peterborough Employment Planning and Youth Career Centre (Ontario).
PY: 1988
AB: This study compared the long-term employment and educational status of disadvantaged youth who had received employment counseling at the Peterborough (Ontario) Employment Planning and Youth Career Centre (EPYC) in 1982-1983 with the status of youth who had not. EPYC subjects were 40 females and 64 males, 43 of whom had less than a grade 12 education. Control subjects were 51 females and 48 males, 53 of whom had less than a grade 12 education. All subjects completed telephone and mail questionnaires on their employment and academic histories between 1982 and 1987 and the maximum rate of pay earned; their use and perceived value of various job search strategies; their reasons for terminating past employment; advice they would give youth; and basic demographic information. The results identified few, if any, longer-term positive effects for EPYC clients relative to

controls. The control group exceeded the EPYC group in percentage of time employed, length of time per job, and current hourly wages. Each group spent equal lengths of time in school or other training since 1982, upgrading their academic and work skills. They also shared equal levels of high school education, suggesting that factors other than educational level may be impacting on EPYC subjects' chances for success in the marketplace. The findings point to a need for continuing research in the area of employment counseling for disadvantaged youth. Three pages of references are included. An annotated bibliography from the Youth Employment Program Evaluation, the telephone survey questionnaire, the mail survey questionnaire, and 9 bar graphs are appended. (NB)

AN: ED302802
AU: Clement-Godin,-Lise; And-Others
TI: Transition from School to Employment for the "At Risk" Student: Two Models.
PY: 1988
AB: The Alternative Co-operative Education Program (ACE program) of the Peel Board of Education in Ontario, Canada is a program implemented to address the needs of students who were leaving the school system before graduation. The objectives of the ACE program are to provide at-risk students with the opportunity to combine in-school and out-of-school learning experiences while earnng credits towards their secondary school diploma and to encourage the development of a positive attitude towards self, learning, and work. The in-school component of the Career Exploration Course has four main objectives: to know and appreciate oneself; to learn how to relate to others; to develop appropriate educational plans; and to explore career alternatives. The careful matching of students to interested employers is the key to the success of the program. Supervised Alternative Learning for Excused Pupils Life Skills Program (SALEP) is an alternative program for some 14- and 15-year-olds which assists the SALEP students in their transition from school to work. In this program a social worker and teacher work together to address the needs of the students, monitoring students in the morning school sessions and at work, following up on absent students, and making parental contacts. (The appendixes include case studies of ACE students, 1986-1987 statistics on the ACE program, a flowchart demonstrating the process that is followed by students who wish to enter SALEP, a curriculum outline, a form for recording job search contacts, a data sheet for SALEP students, and case studies of SALEP students.) (ABL)

AN: ED298343
AU: Dransutavicius,-Fiona, Ed.
TI: Partnerships in Education Resource Manual.
CS: Industry Education Council (Hamilton-Wentworth), Hamilton (Ontario).
PY: 1988
AB: This resource manual documents an example of an exemplary program of cooperation among businesses, industries, community organizations, and schools in the Hamilton-Wentworth region in Canada. It presents an Industry-Education Council (IEC) model that provides a framework to achieve the goal of finding community partners for each interested school. Part I discusses the partnership concept, including goals and benefits for the school and business. Part II on project development presents a model, lists 10 steps to partnership development, provides sample organization and school profiles and a partnership plan of action, and describes the roles of the IEC, partnership advisory council, adopt-a-school project coordinator, school coordinator, and community partner coordinator. Part III focuses on publicity. Sample news releases, brochure, newsletters, and newspaper articles are provided. Part IV on partnership activities includes a list of suggested activities, suggests what schools can do for community partners, and recommends links between subject areas and various divisions within a business. Part V contains an evaluation instrument. Appendixes include letters of support, sample correspondence, and updates on the program. (YLB)

Approaches to Career Counselling

AN: EJ473981
AU: MacDonald,-Darlene-L.
TI: Counselor Training in Canada: An Alberta Approach.
PY: 1993
JN: Journal-of-Employment-Counseling; v30 n4 p174-84 Dec 1993
AB: Examines initiatives of Alberta/Northwest Territories Region of Employment and Immigration Canada in implementation and continuing development of employment counselor training within context of changing economic conditions and policy changes. Describes such initiatives as innovative group approaches, program of competence maintenance and enhancement, and development of accountability framework for employment counseling. Examines future directions for training. (Author/NB)

AN: EJ424102
AU: Amundson,-Norman; And-Others
TI: Group Employment Counseling in Canada.
PY: 1990
JN: Journal-of-Employment-Counseling; v27 n4 p181-90 Dec 1990
AB: Describes the development and implementation of a group employment-counseling training program that is being used by the Canadian Employment and Immigration Commission. Discusses the theoretical materials, training schedule, and training approach. Outlines impact of the program and its implementation including concerns about integration of the program into employment centers. (Author/PVV)

AN: EJ390231
AU: Young,-Richard-A.; Collin,-Audrey
TI: Career Development and Hermeneutical Inquiry Part 1: The Framework of a Hermeneutical Approach.
PY: 1988
JN: Canadian-Journal-of-Counselling; v22 n3 p153-61 Jul 1988
AB: Proposes hermeneutical inquiry as suitable to the study of several aspects of career counseling, including career as a life-span project. Addresses three specific steps of hermeneutical inquiry: the recognition of the researcher's initial framework, the identification of the actor's framework, and the construction of the interpretation. Argues counseling is particularly suited to hermeneutical inquiry. (Author/ABL)

AN: ED335605
AU: O'Byrne,-Bill
TI: A Knowledge and Experience Formula for Successful Employment & Career Counselling Part II.
PY: 1991
AB: This paper presents the subject knowledge base and field experience practice of the only post-secondary program to train employment counselors in Canada at Fleming College (Ontario). It lists the range of studies pursued in the program in the fields of psychology, the humanities, business and the economy, and field practice. The first section explains the background of the Employment Counselling Study realization. The next section looks at fundamental skills of employment counseling, identifying as fundamental analytic skills, interpersonal skills, influencing skills, communication skills, and information management skills. All the courses in the program are listed according to which of the five fundamental skills are most prominent in the courses, and the academic curriculum by semester is outlined. The final section discusses the opportunity element in career decision making. The paper in general discusses a formula for successful career and employment counseling. Emphasis is given to some specific knowledge within economics and business which would enhance the client's awareness of opportunities. An annotated list of references, print media references, and brief descriptions of all the courses on the Employment Counsellor Program are included. (NB)

AN: ED291046
AU: Lasuita,-Adele
TI: A Life-Phase Approach to Adult Career Counselling.
PY: 1987
AB: A life-phase approach to adult career counseling is described in light of the current uncertain economic environment in which assistance in dealing with career-related issues is often sought through counseling intervention. The purpose of this paper is to state support for recent shifts in the goals and techniques of career counseling with adults from a developmental perspective. Discussion of the topic is divided into three areas of concentration. First, an overview of models of life span development is presented. Second, consideration is given to the reality of the changing environment as it affects relationships between individuals' development and the occupational world. Finally, the role of the career counselor is briefly described in the context of adult development. Implications for current trends in career counseling are discussed. The position adopted throughout this paper is one of commitment to the developmental life stage approach to counseling focused on people who can be identified as adults in transition and to the value of the role of process, versus task, in career counseling. (ABL)

AN: ED268418
AU: Schulz,-William-E.
TI: Structured Group Counseling for Employment Counselors.
PY: 1986
AB: Structured, homogeneous group employment counseling is a process of group interaction where the functions of the group members are to make decisions, give each other assistance, and group teach. This type of counseling is appropriate for such groups as high school students or displaced homemakers. The concepts of situational leadership can be adapted to the skill training of the leader of a structured, task-oriented group. This situatonal leadership approach is based on the relationship among these factors: (1) the amount of direction (directive behavior) a leader gives; (2) the amount of support and encouragement (supportive behavior) a leader provides; and (3) the competence and commitment (developmental level) that a follower exhibits in performing a specific task. Many counselors have been occupationologists, others have been therapists. Job-seeking people need a group leader who can use a directing/coaching leadership style to help them develop new attitudes and methods for gaining employment. (ABL)

AN: ED218439
AU: Bezanson,-M.-Lynne; DeCoff,-Carol-A.
TI: Individual Employment Counselling. A Systematic Approach.
CS: Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.
PY: [1981]
AB: This self-study manual consists of 10 chapters of instructional materials dealing with different phases of the Systematic Employment Counseling Approach. Topics of the units include the foundations of employment counseling, employment targets, reluctance, strategy implementation, decision-making strategy, learning strategies, self-management strategies, combining strategies, and evaluating progress and outcomes. Provided in each chapter are an overview of topics to be discussed, chapter objectives, a summary, a knowledge check list, and skill building exercises. (MN)

Methods and Techniques

AN: EJ456927
AU: Cairns,-Kathleen-V.; And-Others
TI: Employment Counsellors' and Youths' Views of the Transition to Work: Preparing to Develop a Work Skills Simulation.
PY: 1992
JN: Canadian-Journal-of-Counselling; v26 n4 p222-39 Oct 1992
AB: Reviewed transition to work life literature and interviewed 5 youth counselors and 14 youths regarding their views of transition process, barriers to successful transitions, characteristics of successful transitions, and meaning of work. Both groups consistently identified employment skills, employer characteristics, and social support as important factors in transition. (Author/NB)

AN: EJ437247
AU: Amundson,-Norman-E.
TI: A Method of Direct Supervision for Use with Group Employment Counsellors.
PY: 1991
JN: Canadian-Journal-of-Counselling; v25 n3 p301-06 Jul 1991
AB: Outlines a method of direct supervision which has been applied to group employment counseling. Focuses on a means of supervisory observation. Suggests emphasizing the development of a positive context, minimizing the intrusiveness of the observation, and formulating the debriefing using a strength challenge format to effectively utilize this method. (Author/PVV)

AN: EJ311201
AU: Amundson,-Norman-E.
TI: Career Counselling with Primary Group Involvement.
PY: 1984
JN: Canadian-Counsellor; v18 n4 p180-83 Jul 1984
AB: Discusses the influence of the primary group on career choice, based on perceptions of both the client and the group. Presents various counseling strategies including drawings, sentence completion, joint sessions, and a consultant approach. (JAC)

AN: EJ274100
AU: Mills,-Arthur-F.
TI: Moving On.
PY: 1983
JN: School-Guidance-Worker; v38 n3 p37-42 Jan 1983
AB: Describes a self-instructional career orientation program, Moving On, based on a series of developmental activities emphasizing experiential learning. Users begin with self-assessments of interests and later actively carry out the processes of researching occupational information and selecting an occupational goal. (RC)

AN: ED330958
AU: Blakley,-Jim
TI: NextStep: A Computer-Based Career Implementation System.
PY: 1991
AB: NextStep is an IBM compatible, computer-assisted learning system to help users explore and reality test their tentative career plans and bring their career decision to a more real and community-oriented level. The NextStep system assumes that the user is literate and has at least one tentative occupational goal. The system is based on a cognitive-behavioral and developmental model. NextStep is targeted to secondary school students, adults in career transition, or those returning to the workforce. The program is designed to show users how to carry on with additional research and gain exposure to relevant experiences, and to give the user a specific blueprint for action. That blueprint will contain such information as names, addresses, telephone numbers, yellow page headings, names of publications, and ideas for part-time and summer jobs. Much of this information will be local in nature. By emphasizing the research component, the system can help some users to avoid locking

themselves into a tentative occupational choice before they have properly explored the realities of the occupation under consideration. Some users may be recycled back to the career exploration decision making stage. A fundamental value behind the design of the NextStep program is that it is better to find out now that an occupation is inappropriate rather than after completing training or taking an entry level job. (LLL)

AN: ED330954
AU: Craig,-Charles-W.
TI: The Importance of Educational Assessments in the Rehabilitation Process.
PY: [1991]
AB: All rehabilitation programs have some educational component. The case worker must be able to effectively evaluate the choices presented to the client, then assist the client in recognizing those choices that are valid and realistic. Often times new occupational positions require additional training. The counselor should keep in mind the client's intellectual potential, educational levels, physical tolerance, and goals. These issues can be explosive when designing the educational aspect of any rehabilitation program for if they are misjudged, they can have major cost and outcome consequences. The following is a set of questions designed to guide the assessment process: (1) Will the person be able to perform the job physically? (2) Does the client have the intellectual capacity to carry out the job? (3) How, and where, may training for the job be acquired? (4) Is this choice likely to lead to productive employment? (5) What are the client's actual academic levels? (6) What work needs to be done to have the client ready to enter a program? (7) How long is the preparation work likely to take? (8) Where should the preparatory work be carried out? (9) What is the best place to obtain the training program? (10) What special equipment or remedial assistance may be required? (11) What is the likely cost of the whole educational planning process? (BHK)

AN: ED329846
AU: Bognar,-Carl-J.
TI: Evaluation of CHOICES, The Computerized Career Information System.
PY: 1991
AB: This paper presents the results of an evaluation of CHOICES, a career information system developed by the Canada Employment and Immigration Commission, and implemented in Canada Employment Centers (CECs). Two instruments were designed for this evaluation: a questionnaire for clients who had just used CHOICES, and one for counselors who work with clients who use CHOICES. The client questionnaire assessed users' self-perceptions about whether CHOICES increased their knowledge. Other measures included estimates of the number of lists produced, and client attitudes towards ancillary materials, preparation, and future plans. The counselor questionnaire was designed to assess the knowledge, attitudes, and experience of counselors currently using the system. All of the comments received in the evaluation supported CHOICES, and were directed toward improving the content and delivery of the program. However, CHOICES is now nearly 15 years old, and significant advances both in computer programming and in hardware have occurred since CHOICES was designed. The introduction of the new National Occupational Classification presents an opportunity for the redesign of CHOICES to meet the concerns of users and counselors alike. (LLL)

AN: ED322431
AU: Fitzsimmons,-George
TI: Career Development Instruments. Monograph Number 5.
CS: Alberta Dept. of Education, Edmonton.
PY: 1990
AB: This document outlines some resources that may be helpful to school guidance counselors and other educators. Five resources are described for the elementary school years when children's natural curiosity and openness can be channelled into understanding themselves and others as well as learning about the meaning of work and the types of work carried out in their homes, schools, and communities. These include Developing Understanding of Self and Others (DUSO-Revised); the Culture-Free Self-Esteem Inventory; the Perception of Ability Scale for Students (PASS); The Test of Cognitive Skills; and the Murphy-Meissgeier Type Indicator for Children (MMTIC). For junior

high school students a major objective is to identify general values in relation to work. Useful resources discussed for junior high students include: the Life Roles Inventory; Values Scale; the Safran Student's Interest Inventory; Career Development Inventory (CDI); Myers-Briggs Type Indicator (MBTI); and Self-Directed Search. For career and the world of work instruction for senior high school students these career education resources are reviewed: Career Directions Inventory; Jackson Vocational Interest Survey (JVIS); Strong Interest Inventory (SII); My Vocational Situation; Career Maturity Inventory; Life Roles Inventory: Values Scales and Salience Inventory; General Aptitude Test Battery; and the Differential Aptitude Test. (ABL)

AN: ED308423
AU: Johannson,-Eunice-E.; Vellacott,-John-W.
TI: Development of a Client Profile as a Precursor to Successful Vocational Counselling.
PY: 1989
AB: During a review of counseling services within the Alberta Career Development and Employment Resource Center, a client profile procedure was developed to facilitate accuracy and quality in the identification of client needs during the initial interview. This paper describes this process of assessing the client and building a profile of his or her needs and concerns while simultaneously developing an effective counseling relationship. A review of current literature on the role of interview assessments in effective counseling establishes the need for pragmatic guidelines in developing a client profile. The conceptual framework of the client profile is designed to capture both the generic and more specific characteristics of the clients, and it follows a standard questionnaire format which nevertheless allows for more extensive exploration of clients' characteristics as appropriate. The paper concludes with a brief discussion of the response to date from practitioners who have used the profile. References are included. (TE)

AN: ED302795
AU: deRosenroll,-David-A.
TI: Goal Attainment Scaling: A Vehicle for Group Support in Career and Life Issues Exploration.
PY: 1988
AB: Goal setting is a necessary component to any change-oriented counseling. Support groups are logical additions to and often replacements for direct professional interventions. Typically clients who see counselors are dissatisfied with aspects of their personal lives. Along with their perceptions of their present states are their desires to alter or change their states. Discussions focus on how they might reduce the factors which negatively contribute to their lives, while increasing the factors which enhance their lives. The counseling partnership produces goals. Goals are expressions of what clients perceive as end-products of their taking action. Goal Attainment Scaling is a possible vehicle for use with groups who are seeking resolutions to career and other lifespan issues. A Goal Attainment Scale represents a clear statement of each of the client-goals and a five-point outcome scale, from worst to best possible expected outcome for each of the goals. Counselor-educators can teach their clients or students, either individually or in groups, how to construct such a scale. Goals can be personalized and possible outcomes can be established. Support groups can then be formed through which the participants can monitor their progress, rework their goals and outcomes, and receive group feedback concerning their goals. (ABL)

AN: ED268418
AU: Schulz,-William-E.
TI: Structured Group Counseling for Employment Counselors.
PY: 1986
AB: Structured, homogeneous group employment counseling is a process of group interaction where the functions of the group members are to make decisions, give each other assistance, and group teach. This type of counseling is appropriate for such groups as high school students or displaced homemakers. The concepts of situational leadership can be adapted to the skill training of the leader of a structured, task-oriented group. This situatonal leadership approach is based on the relationship among these factors: (1) the amount of direction (directive behavior) a leader gives; (2) the amount of support and encouragement (supportive behavior) a leader provides; and (3) the competence and commitment

(developmental level) that a follower exhibits in performing a specific task. Many counselors have been occupationologists, others have been therapists. Job-seeking people need a group leader who can use a directing/coaching leadership style to help them develop new attitudes and methods for gaining employment. (ABL)

AN: ED255806
AU: Mazen,-A.-Magid
TI: A Multimethod Assessment of Holland's Congruency: The Expectancy and Multidimensional Scaling Routes.
PY: 1984
AB: Holland's (1973) theory of vocational choice proposes a typology of, and a match between, people and occupations. The Self Directed Search (SDS) can be used to assess people's occupational orientation types. To assess the construct validity of Holland's theory of occupational preferences, 171 female industrial workers participated in a study, using the SDS, Vroom's expectancy valence (E-V) model, and a multidimensional scaling (MDS) algorithm. The subjects represented four typical female occupations, and two typical male occupations. Analyses were performed to test the congruencies between the women's types of occupational choices (where they currently worked) and their personality types and occupational preferences, as derived from the SDS, E-V, and MDS. Results showed that the E-V produced a congruency of personality and occupational type more than double the size produced by the SDS. The MDS identified the closest and second closest occupations to the ideal preference of each subgroup. The findings lend moderate support for Holland's congruency hypothesis, using any of the three methods. (Implications for counselors in using the three methods in client assessment and counseling are discussed.) (MCF)

Delivery of Career Counseling Services

AN: EJ473982
AU: Bailey,-Bruce-K.
TI: Group Employment Counseling Training in Canada.
PY: 1993
JN: Journal-of-Employment-Counseling; v30 n4 p185-92 Dec 1993
AB: Notes that training of employment counselors in Canada includes tripartite approach to employment counseling and consists of direct delivery of counseling, consultation, and coordination. Contends that recent attention has been focused on training of group employment counselors and development of group workshops to assist counselors in delivery of group counseling. (NB)

AN: EJ402041
AU: Amundson,-Norman-E.
TI: A Model for Individual Career Counseling.
PY: 1989
JN: Journal-of-Employment-Counseling; v26 n3 p132-38 Sep 1989
AB: Provides comprehensive career counseling model for individual career counseling which takes into account psychological, social, and economic factors and describes decision-making as a journey with four discernible stages. (Author/NB)

AN: ED329820
AU: Vellacott,-John; Brandon,-Bill
TI: A Review of Counselling Services within Alberta Career Development and Employment.
PY: 1989
AB: A review of counseling services within Alberta Career Development and Employment is presented in this document. Strategic issues were identified, most of which occur in other vocational counseling organizations. The issues include: (1) adapting to organizational changes; (2) increasing linkages between counseling services; (3) re-defining counseling; (4) strategic planning; and (5) fiscal restraint. The four stages of the review process are described: background research and evaluation; formal review of counseling services; creation of task teams to refine results; and creation of a counseling policy unit. From the review process a model for counseling services was created which outlines a process to provide counseling services appropriate to the client. It includes three levels of counseling services: self-help; group; and individual. In the application of the strategic model a delivery system is outlined. Five critical recommendations of the review are included. From the recommendations six areas are identified for additional research and work: client needs identification; self-help materials; counselor skills and competencies; vocational testing and assessment; program evaluation; and priorities for counseling services. The report concludes that the review led to enhancement in services and emphasized the need for ongoing adjustments. (ABL)

AN: ED255661
TI: NATCON 9.
CS: Canada Employment and Immigration Commission, Ottawa (Ontario). Employment Support Services Branch.
PY: 1985
AB: This collection contains 24 articles dealing with career counseling and related research. Included in the volume are the following articles: "A Management Approach, Function and Counselling in Guidance/Application in the Federal Penitentiary Environment," by Pierre Dodier; "A Description of the Alternate School in Prince Albert, Saskatchewan," by Walter J. Kawula; "A Career Education Model Based on Young People's Vocational Development," by Pierrette Dupont; "Counselling Women for New Skills and New Opportunities," by Audrey F. Swail; "Directions: An Outline of the CGCA Position Paper and Resource Book," by David Studd and John Wallace; "Counselling the Unemployed," by Oswald Bratfisch; "Bridging the Gap: Cooperative Education-Career Education," by Keith Coviello, Hank Froese, Jim O'Connor, and Vi Trivett; "Career Awareness Programme," by the Ottawa Board of Education; "Peer Career Counselling: An Educational Training Model," by

M. Honore France; "Effective Job Placement of the Disabled/Disadvantaged Person," by Barbara Dubuc and Patricia Rogers; "Advances in Decision Counselling--1984," by R. Vance Peavy; "Opening Doors: Keys to Career Planning," by Barrie Day and Faye Wiesenberg; "Counselling Victims of Job Loss," by Lisa Avedon; "Life Skills Training in Vocational Rehabilitation," by Eva Hagman; "Preface/New Directions in Counselling Research: 1," by R. Vance Peavy; "Canadian Research in Guidance and Counselling: Early Past and Near Future," by Jacques Perron, Conrad Lecomte, Florent Dumont, Louis-George Castonguay, and Maryse Pare; "Improving Research in Counselling Psychology: A Point of View," by Lloyd W. West; "Encouraging Young Researchers to Engage in Counselling Research," by Don Knowles; "Experiencing Unemployment: A Foundational Study," by Norman E. Amundson and William A. Borgen; "A Formative Assessment of a Thanatology Curriculum," by Barbara M. Anderson; "Context Analysis: A Systems Based Research Methodology," by Virginia van Santen; "School Settings and Functions of Counsellors: A Structural Perspective," by M. G. de Andrade; "Selected References on Qualitative Research Methodology," by R. Vance Peavy, Leslie Armstrong, and Nancy Dudley; and "Values and Attitudes for Tommorrow's Education in Quebec," by Jacques Perron and Florent Dumont. (MN)

AN: ED255660
TI: NATCON 8.
CS: Canada Employment and Immigration Commission, Ottawa (Ontario). Employment Support Services Branch.
PY: 1985
AB: This collection contains 19 articles dealing with career education, employment counseling, and vocational rehabilitation in Canada. Included in the volume are the following articles: "A Comparison of Patterns of Values of Anglophone, Francophone, Native, and Immigrant Canadians," by M. Catherine Casserly; "Factor Analysis of the Occupational Interest Quiz," by Carl J. Bognar; "Evaluation and Career Education," by Fred C. Rankine and Carolyn Layden-Stevenson; "Manitoba's Careers Symposium--A Model," by Tom Prins and Elizabeth Speers; "The Neurological Basis for a Cognitive Approach to Counselling," by Maureen Kennedy Baker; "User Requirements for the Microcomputer Application of the Repertory Grid" and "A Review of the Requirements for the Computer Application of the Repertory Grid in CEIC Career Counselling," by Heather Hopwood; "Career Planning" and "The Anatomy of Employment Counselling," by D. Stuart Conger; "Vocational Rehabilitation Counselling Services in the Ontario Workers' Compensation Environment," by Arthur J. Darnbrough; "Vocational Counselling in the Community," by Denis Cooney; "An Analysis of Career Indecision among College and University Students," by Henri Hamel; "Native Community Employment Readiness Program," by George D. Richmond and Rae Eckel; "Studies in Life Skills--Two Unlike Groups," by Joan Hearn; "Vocational Rehabilitation," by John Carroll, John Boyd, Paul Nolis, and Chuck Brownell; "Exploring the Frontiers of Career Development," by Donald E. Super; "Educational and Vocational Counselling in Canada," by D. Stuart Conger; "Job Finding Club Program," by Arthur Mills; and "Depression in the Disabled Adult: Assessment and Intervention," by Robert J. Flynn, Denton C. Buchanan, and Louyse Toulouse. (MN)

Evaluation of Career Counselling

AN: EJ454068
AU: Tomini,-Brenda-A.
TI: Vocational Bias and Gender: Evaluations of High School Counsellors by Canadian University Undergraduates.
PY: 1992
JN: Canadian-Journal-of-Counselling; v26 n2 p100-06 Apr 1992
AB: First-year university students (n=200) evaluated their career counseling experiences during senior year in high school. Women generally reported experiences as more favorable than did men, although women showed lower levels of confidence regarding chosen careers. Student responses did not appear to reflect major problems in terms of gender bias among counselors, yet evaluations of counseling were largely negative. (Author/NB)

AN: EJ383641
AU: Amundson,-Norman-E.; Borgen,-William-A.
TI: Factors that Help and Hinder in Group Employment Counseling.
PY: 1988
JN: Journal-of-Employment-Counseling; v25 n3 p104-14 Sep 1988
AB: Conducted descriptive study to investigate factors that help and hinder members of job-search groups and the impact of these groups on the experience of unemployment. Persons who had taken part in job-search groups reported 501 helping and 44 hindering incidents. Analyses resulted in the grouping of incidents into 19 helping and 10 hindering categories. (Author/NB)

AN: ED329846
AU: Bognar,-Carl-J.
TI: Evaluation of CHOICES, The Computerized Career Information System.
PY: 1991
AB: This paper presents the results of an evaluation of CHOICES, a career information system developed by the Canada Employment and Immigration Commission, and implemented in Canada Employment Centers (CECs). Two instruments were designed for this evaluation: a questionnaire for clients who had just used CHOICES, and one for counselors who work with clients who use CHOICES. The client questionnaire assessed users' self-perceptions about whether CHOICES increased their knowledge. Other measures included estimates of the number of lists produced, and client attitudes towards ancillary materials, preparation, and future plans. The counselor questionnaire was designed to assess the knowledge, attitudes, and experience of counselors currently using the system. All of the comments received in the evaluation supported CHOICES, and were directed toward improving the content and delivery of the program. However, CHOICES is now nearly 15 years old, and significant advances both in computer programming and in hardware have occurred since CHOICES was designed. The introduction of the new National Occupational Classification presents an opportunity for the redesign of CHOICES to meet the concerns of users and counselors alike. (LLL)

AN: ED329820
AU: Vellacott,-John; Brandon,-Bill
TI: A Review of Counselling Services within Alberta Career Development and Employment.
PY: 1989
AB: A review of counseling services within Alberta Career Development and Employment is presented in this document. Strategic issues were identified, most of which occur in other vocational counseling organizations. The issues include: (1) adapting to organizational changes; (2) increasing linkages between counseling services; (3) re-defining counseling; (4) strategic planning; and (5) fiscal restraint. The four stages of the review process are described: background research and evaluation; formal review of counseling services; creation of task teams to refine results; and creation of a counseling policy unit. From the review process a model for counseling services was created which outlines a process to provide counseling services appropriate to the client. It includes three levels

of counseling services: self-help; group; and individual. In the application of the strategic model a delivery system is outlined. Five critical recommendations of the review are included. From the recommendations six areas are identified for additional research and work: client needs identification; self-help materials; counselor skills and competencies; vocational testing and assessment; program evaluation; and priorities for counseling services. The report concludes that the review led to enhancement in services and emphasized the need for ongoing adjustments. (ABL)

Issues in Career Counselling

AN: EJ477108
AU: Tolsma,-Robert
TI: "Career or Noncareer?" That Is the Issue: Case Examples.
PY: 1993
JN: Career-Development-Quarterly; v42 n2 p167-73 Dec 1993
AB: Presents case examples demonstrating interconnection between career and noncareer issues. Notes that comprehensive and intensive personal exploration is needed to uncover relatedness of seemingly disparate areas of clients' lives. Contends that when comprehensive person-oriented career counseling is done there is recognition and integration of career and lifestyle dynamics. (Author/NB)

AN: EJ473982
AU: Bailey,-Bruce-K.
TI: Group Employment Counseling Training in Canada.
PY: 1993
JN: Journal-of-Employment-Counseling; v30 n4 p185-92 Dec 1993
AB: Notes that training of employment counselors in Canada includes tripartite approach to employment counseling and consists of direct delivery of counseling, consultation, and coordination. Contends that recent attention has been focused on training of group employment counselors and development of group workshops to assist counselors in delivery of group counseling. (NB)

AN: EJ473978
AU: Amundson,-Norman-E.
TI: Mattering: A Foundation for Employment Counseling and Training.
PY: 1993
JN: Journal-of-Employment-Counseling; v30 n4 p146-52 Dec 1993
AB: Contends that clients and employment counselors need to feel that they matter, that they are significant to people around them. Reviews four dimensions regarding the perception of mattering: attention, importance, dependence, and ego-extension. Addresses the nature of mattering with respect to client service and counselor training. (Author/NB)

AN: ED330954
AU: Craig,-Charles-W.
TI: The Importance of Educational Assessments in the Rehabilitation Process.
PY: [1991]
AB: All rehabilitation programs have some educational component. The case worker must be able to effectively evaluate the choices presented to the client, then assist the client in recognizing those choices that are valid and realistic. Often times new occupational positions require additional training. The counselor should keep in mind the client's intellectual potential, educational levels, physical tolerance, and goals. These issues can be explosive when designing the educational aspect of any rehabilitation program for if they are misjudged, they can have major cost and outcome consequences. The following is a set of questions designed to guide the assessment process: (1) Will the person be able to perform the job physically? (2) Does the client have the intellectual capacity to carry out the job? (3) How, and where, may training for the job be acquired? (4) Is this choice likely to lead to productive employment? (5) What are the client's actual academic levels? (6) What work needs to be done to have the client ready to enter a program? (7) How long is the preparation work likely to take? (8) Where should the preparatory work be carried out? (9) What is the best place to obtain the training program? (10) What special equipment or remedial assistance may be required? (11) What is the likely cost of the whole educational planning process? (BHK)

AN: ED329819
AU: Avedon,-Lisa
TI: Issues in Councelling Stable Workers Forces To Make Job Changes.
PY: 1991

AB: Counselors whose clients are workers displaced in plant closures and downsizings face a number of unique issues because they do not have a conceptual model on which to base their interventions. The types of work force attachment individuals have affects the issues with which they are coping. Four different kinds of work force attachments are delineated in this paper. They pertain to the following worker types: (1) career building, which includes those who are upwardly mobile and have long-term goals; (2) stable, those who establish themselves in jobs with the intention of remaining until they retire because they dislike change; (3) mobile, those who seek change in their work lives and who have skills which allow them to change jobs with little difficulty; and (4) erratic, those who have difficulty obtaining and retaining jobs because of personal problems. Since the majority of displaced workers can be found in the stable category, this paper focuses mainly on them. In establishing a relationship with the displaced worker as client a number of issues must be considered. First, it is important to understand at what stage in the coping process the clients have arrived. In addition, assessment procedures are likely to be impacted by the oral culture of the displaced workers, few of whom have ever been asked to reflect on or interpret their job skills, especially in writing. Informal procedures tend to be more useful than formal ones; stable workers seem to learn best by doing, and therefore coaching and practice are the preferred learning methods in developing job search skills and in preparing for skill certification tests. How much help is needed during the implementation phase depends on the complexity of the action steps, the resources readily available to the clients, and the probability of achieving their goals. (ABL)

AN: ED307551
AU: Geroy,-Gary-D.
TI: One Strike...Two Strikes...But They Don't Have to Be Out!
PY: 1989
AB: The realities of the changing economy include social as well as political polarization of socio-economically diverse groups. The roles and issues of disadvantaged persons in the work place and in national economic schemes are the subject of growing interest among economic planners, politicians, educators, and human resource development professionals. This paper was written to raise an informed awareness regarding disadvantaged workers. It presents a series of discussions of several socio-economic aspects of the emerging and existing disadvantaged worker. The discussions present a summary of the current and emerging critical elements of each topic and suggest foci and possible response tactics. The topics discussed include: (1) concern and bias; (2) transition to work; (3) phases in adjustment to work; (4) restrictions on choosing and deciding; (5) influences of life education, and other unstructured experiences; and (6) dropouts. The paper concludes that the disadvantaged worker group is increasingly becoming the available supply in the supply side economies of human capital and that dealing effectively with the disadvantaged is an issue of developing skills and compatibility, and not enforcing conformity. (NB)

AN: ED307549
AU: Geroy,-Gary-D.
TI: Counselors' Emerging Role in Individual and Canadian Economic Success.
PY: 1989
AB: Professional organizations in the world of work view counselors as human resource development professionals with historic and defined roles. The issue of new and emerging roles for counselors is the result of the need for a shift from counseling only for vocational placement to a concern for the intangibles resulting from the interaction between organizational change and evolving worker needs. It has been suggested that professional issues associated with this change will be focused around aspects of the economic and occupational environments with which counselors will interact and in which their clients will be emersed. Major departures in education and counseling need to occur to facilitate economic development. Curriculum and counseling need to be distributed over a wider temporal span which extends into post-formal school arenas and later lifetime periods of individuals. The counseling effort should embrace not only specific client needs, but be broad enough to consider organizational, societal, and economic realities. Counselors

formally involved in economic development strategies may assume some combination of roles. The counselor will need to acquire additional knowledge and skills to support these new and more complex roles. Meeting these challenges will contribute to individual and national ecomonic development. (ABL)

AN: ED255661
TI: NATCON 9.
CS: Canada Employment and Immigration Commission, Ottawa (Ontario). Employment Support Services Branch.
PY: 1985
AB: This collection contains 24 articles dealing with career counseling and related research. Included in the volume are the following articles: "A Management Approach, Function and Counselling in Guidance/Application in the Federal Penitentiary Environment," by Pierre Dodier; "A Description of the Alternate School in Prince Albert, Saskatchewan," by Walter J. Kawula; "A Career Education Model Based on Young People's Vocational Development," by Pierrette Dupont; "Counselling Women for New Skills and New Opportunities," by Audrey F. Swail; "Directions: An Outline of the CGCA Position Paper and Resource Book," by David Studd and John Wallace; "Counselling the Unemployed," by Oswald Bratfisch; "Bridging the Gap: Cooperative Education-Career Education," by Keith Coviello, Hank Froese, Jim O'Connor, and Vi Trivett; "Career Awareness Programme," by the Ottawa Board of Education; "Peer Career Counselling: An Educational Training Model," by M. Honore France; "Effective Job Placement of the Disabled/Disadvantaged Person," by Barbara Dubuc and Patricia Rogers; "Advances in Decision Counselling--1984," by R. Vance Peavy; "Opening Doors: Keys to Career Planning," by Barrie Day and Faye Wiesenberg; "Counselling Victims of Job Loss," by Lisa Avedon; "Life Skills Training in Vocational Rehabilitation," by Eva Hagman; "Preface/New Directions in Counselling Research: 1," by R. Vance Peavy; "Canadian Research in Guidance and Counselling: Early Past and Near Future," by Jacques Perron, Conrad Lecomte, Florent Dumont, Louis-George Castonguay, and Maryse Pare; "Improving Research in Counselling Psychology: A Point of View," by Lloyd W. West; "Encouraging Young Researchers to Engage in Counselling Research," by Don Knowles; "Experiencing Unemployment: A Foundational Study," by Norman E. Amundson and William A. Borgen; "A Formative Assessment of a Thanatology Curriculum," by Barbara M. Anderson; "Context Analysis: A Systems Based Research Methodology," by Virginia van Santen; "School Settings and Functions of Counsellors: A Structural Perspective," by M. G. de Andrade; "Selected References on Qualitative Research Methodology," by R. Vance Peavy, Leslie Armstrong, and Nancy Dudley; and "Values and Attitudes for Tommorrow's Education in Quebec," by Jacques Perron and Florent Dumont. (MN)

AN: ED255660
TI: NATCON 8.
CS: Canada Employment and Immigration Commission, Ottawa (Ontario). Employment Support Services Branch.
PY: 1985
AB: This collection contains 19 articles dealing with career education, employment counseling, and vocational rehabilitation in Canada. Included in the volume are the following articles: "A Comparison of Patterns of Values of Anglophone, Francophone, Native, and Immigrant Canadians," by M. Catherine Casserly; "Factor Analysis of the Occupational Interest Quiz," by Carl J. Bognar; "Evaluation and Career Education," by Fred C. Rankine and Carolyn Layden-Stevenson; "Manitoba's Careers Symposium--A Model," by Tom Prins and Elizabeth Speers; "The Neurological Basis for a Cognitive Approach to Counselling," by Maureen Kennedy Baker; "User Requirements for the Microcomputer Application of the Repertory Grid" and "A Review of the Requirements for the Computer Application of the Repertory Grid in CEIC Career Counselling," by Heather Hopwood; "Career Planning" and "The Anatomy of Employment Counselling," by D. Stuart Conger; "Vocational Rehabilitation Counselling Services in the Ontario Workers' Compensation Environment," by Arthur J. Darnbrough; "Vocational Counselling in the Community," by Denis Cooney; "An Analysis of Career Indecision among College and University Students," by Henri Hamel; "Native Community Employment Readiness Program," by George D. Richmond and Rae Eckel; "Studies in Life Skills--Two

Unlike Groups," by Joan Hearn; "Vocational Rehabilitation," by John Carroll, John Boyd, Paul Nolis, and Chuck Brownell; "Exploring the Frontiers of Career Development," by Donald E. Super; "Educational and Vocational Counselling in Canada," by D. Stuart Conger; "Job Finding Club Program," by Arthur Mills; and "Depression in the Disabled Adult: Assessment and Intervention," by Robert J. Flynn, Denton C. Buchanan, and Louyse Toulouse. (MN)

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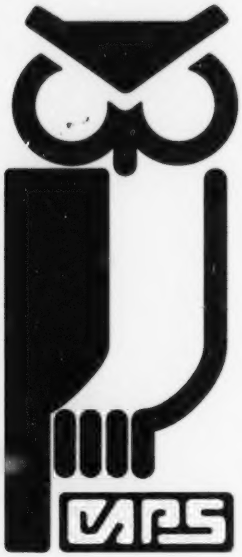

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The ERIC Counseling and Student Services Clearinghouse (ERIC/CASS) was one of the original clearinghouses established in 1966 by Dr. Garry R. Walz at The University of Michigan and has been in continuous operation since that date. Its scope area includes school counseling, school social work, school psychology, mental health counseling, marriage and family counseling, career counseling, and student development, as well as parent, student, and teacher education in the human services area. Topics covered by ERIC/CASS include: the training, supervision, and continuing professional development of counseling, student services, student development, and human services professionals; counseling theories, methods, and practices; the roles of counselors, social workers, and psychologists in all educational settings at all educational levels; career planning and development; self-esteem and self-efficacy; marriage and family counseling; and mental health services to special populations such as substance abusers, pregnant teenagers, students at risk, public offenders, etc.

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University of North Carolina at Greensboro
Greensboro, NC 27412-5001

Phone: (919) 334-4114
Fax: (919) 334-4116
InterNet: IN%"ERICCASS@IRIS.UNCG.EDU"

ERIC/CASS exists to serve anyone who has a need to access information related to counseling and student services. We are funded by the U.S. Department of Education's Office of Educational Research and Improvement and the School of Education of the University of North Carolina at Greensboro. We encourage you to contact us with your questions and concerns. Our goal is to provide professional service and quality information to all users.

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>
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>
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Summarized from *Myths and Realities about ERIC* by Robert M. Stonehill, an ERIC Digest (EDO-IR-92) developed by the ERIC Clearinghouse on Information Resources at Syracuse University, Syracuse, NY, June 1992.

ERIC at-a-Glance

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	System Support Services (Other Contractors)	ERIC Processing and Reference Facility (Database Management)	ERIC Document Reproduction Service (EDRS) (Micrographics and Document Delivery)	ACCESS ERIC (Outreach)	U.S. Government Printing Office (GPO) (Publishing *Resources in Education*)				
Private Sector	Vendors Offering ERIC Services	*Current Index to Journals in Education* (CIJE) Commercial Publishing Oryx Press	Journal Article Reprints University Microfilms International (UMI) Genuine Article Service (ISI)	Online Access to ERIC CD+ DataStar DIALOG OCLC	ERIC - on - CD - ROM Systems DIALOG EBSCO NISC SILVER PLATTER				
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ERIC/CASS is the ERIC Clearinghouse on Counseling and Student Services located at the University of North Carolina at Greensboro. One of sixteen subject-specific clearinghouses, ERIC/CASS is responsible for acquiring, processing, and disseminating information about counseling, psychology, and social work as it relates to education at all levels and in all settings.

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Abstractor's Initials

ED 654 321 CE 123 456
Butler, Kathleen *Smith, B. James*
Career Planning for Women.
Central Univ., Chicago, IL.
Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.
Report No. — ISBN-0-3333-5568-1; OERI-91-34
Pub Date — May 92
Contract — RI900000
Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).
Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95).
Language — English, Spanish
Journal Cit—Women Today; v13 n3 p1-14 Jan 1992
PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education
Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) (SB)

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Informative Abstract

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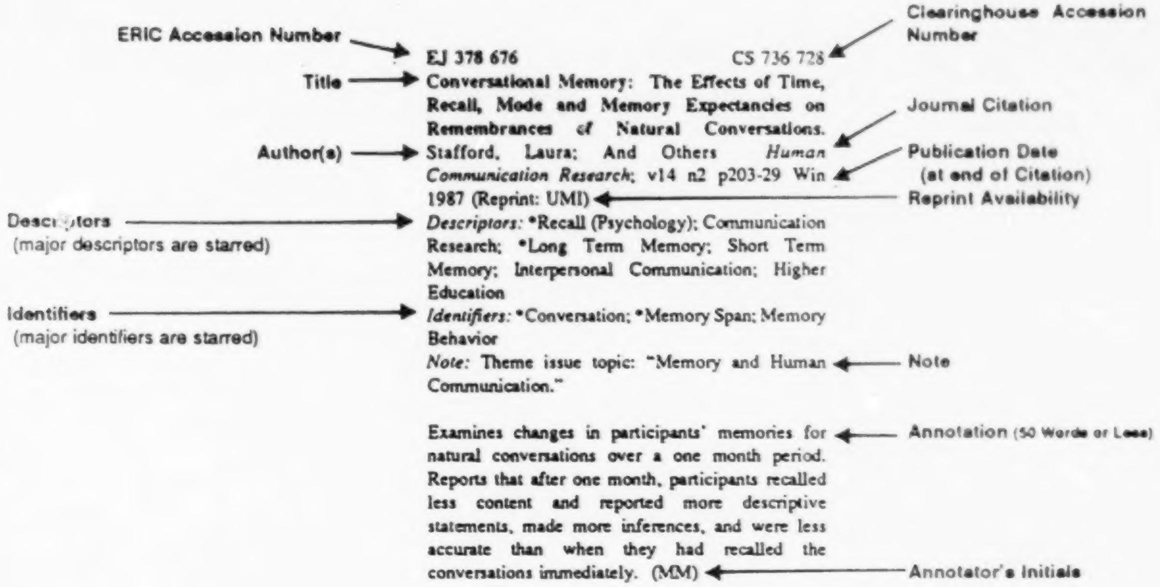
Sample Journal Article Resume

(for *Current Index to Journals in Education*) (CIJE)



EJ 378 676 CS 736 728

Conversational Memory: The Effects of Time, Recall, Mode and Memory Expectancies on Remembrances of Natural Conversations.

Stafford, Laura; And Others *Human Communication Research*; v14 n2 p203-29 Win 1987 (Reprint: UMI)

Descriptors: *Recall (Psychology); Communication Research; *Long Term Memory; Short Term Memory; Interpersonal Communication; Higher Education

Identifiers: *Conversation; *Memory Span; Memory Behavior

Note: Theme issue topic: "Memory and Human Communication."

Examines changes in participants' memories for natural conversations over a one month period. Reports that after one month, participants recalled less content and reported more descriptive statements, made more inferences, and were less accurate than when they had recalled the conversations immediately. (MM)

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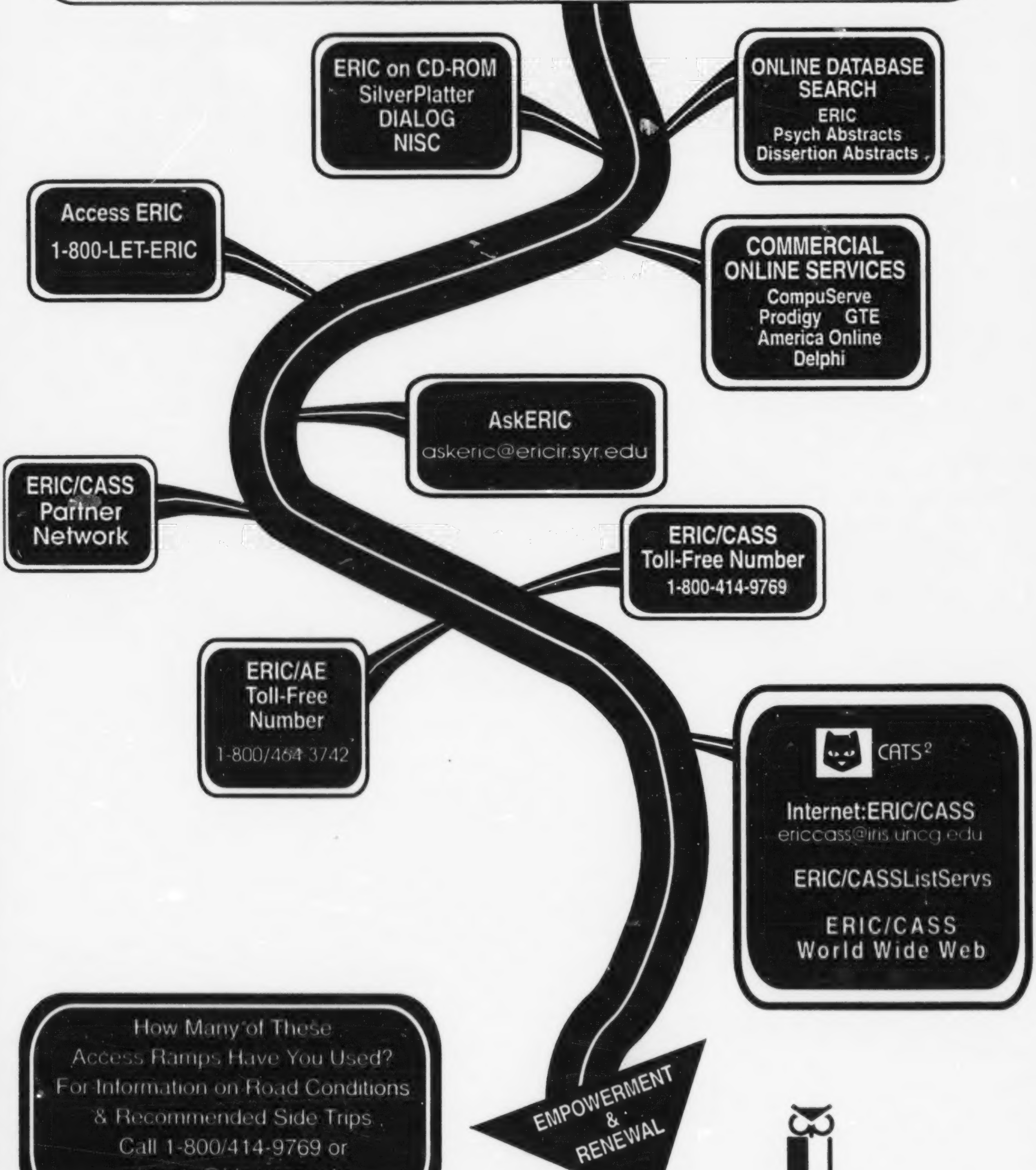

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In the mid-1980s, the vendors of the databases began to provide users with more direct access by putting the databases on CD ROM. However, because of the expense of the hardware needed and the price of an annual subscription (>$1,000), individual users still needed to gain access via universities and libraries. An encouraging development: In 1994 Oryx Press (1-800-279-ORYX) announced the availability of CIJE on Disc for $199.00 per year; and NISC (410-243-0797) is expected to make the entire ERIC database available for approximately $100 per year early in 1995. Other CD-ROM vendors include: DIALOG (1-800-334-2564); EBSCO Publishers (1-800-653-2726); and SilverPlatter Information, Inc. (1-800-343-0064).

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For individuals who do not have access to database search service or the Internet through their place of employment, one of the commercial services may be a viable alternative. Among the better known are America Online, Compuserve, and GTE Educational Network Services, all of which feature "AskERIC" information on current topics in education. Many also offer th capability of searching the ERIC database.

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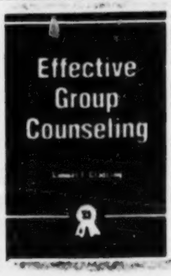

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